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ABSTRACT

This report provides a national profile of the status of arts education in the nation's public schools during the 1999-2000 school year. The National Endowment for the Arts, the Office of Educational Research and Improvement (OERI), and the Office of Reform Assistance and Dissemination (ORAD) of OERI requested that the surveys reported in this document be conducted under the Fast Response Survey System (FRSS) of the National Center for Education Statistics (NCES). The report presents information on the characteristics of public elementary and secondary school arts education programs, including data on the availability of instruction in the arts, staffing, funding, supplemental programs and activities, and administrative support of arts education. It is based on data collected from elementary principals (n=640) and secondary principals (n=686) and from elementary arts specialists (music specialists (n=453) and visual arts specialists (n=331)) and classroom teachers (n=497). The report states that in the 1999-2000 academic year, music instruction and visual arts instruction were available in most of the nation's public elementary schools (94% and 87% respectively); dance and drama/theater were available in less than one-third of elementary schools (20% and 19% respectively). It also finds that overall, 72% of elementary schools offering music and 55% of elementary schools offering visual arts employed full-time specialists to teach these subjects, while full-time specialists in dance were employed by 24% of elementary schools offering it and full-time drama/theater specialists were employed by 16% of elementary schools offering it. The report states that the percentage of elementary schools with dedicated rooms for the arts varied greatly. It finds that music and visual arts instruction were offered in most of the nation's public secondary schools (90% and 93% respectively), while dance and drama/theater were offered less frequently (14% and 48% respectively). Appended are: Survey Methodology; Tables of Standard Errors; and Survey Questionnaires. (Contains 55 text tables, 26 text figures, and 14 references.) (BT)

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Arts Education in Public Elementary and Secondary Schools: 1999-2000. Statistical Analysis Report.

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SO 034 141

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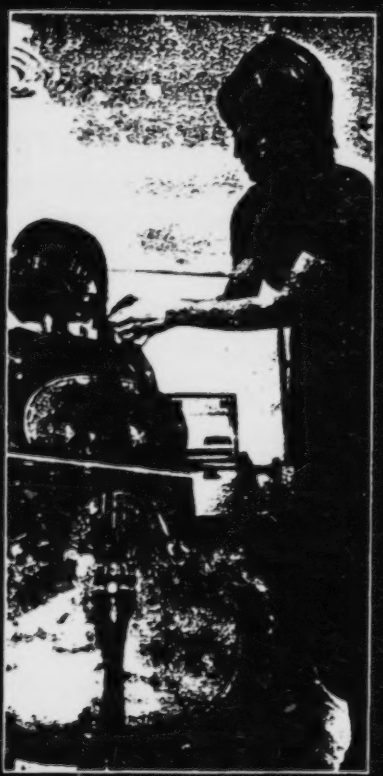

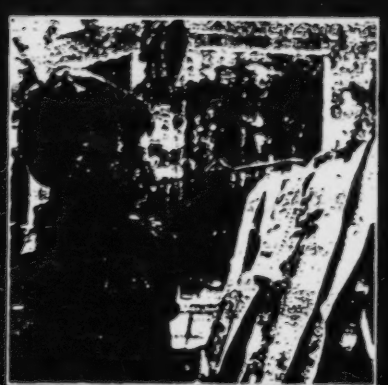

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Arts Education in Public Elementary and Secondary Schools: 1999–2000

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EXECUTIVE SUMMARY

Background

During the last decade, arts instruction has received increasing attention as an important aspect of education. The Improving America's Schools Act of 1994 (U.S. Public Law 103-382), and the release of the voluntary National Standards for Arts Education (Consortium of National Arts Education Association 1994), demonstrated this increase in attention. By 1998, there were no national data sources that specifically addressed the condition of arts education in the nation's public schools. To fill this data gap, the National Endowment for the Arts, the Office of Educational Research and Improvement (OERI), and the Office of Reform Assistance and Dissemination (ORAD) of OERI requested that surveys be conducted under the Fast Response Survey System (FRSS) of the National Center for Education Statistics (NCES) of the U.S. Department of Education. The purpose of this report is to provide a national profile of the status of arts education in the nation's regular[1] public schools during the 1999–2000 school year. Specifically, this report presents information on the characteristics of public elementary and secondary school arts education programs, including data on the availability of instruction in the arts, staffing, funding, supplemental programs and activities, and administrative support of arts education.

This report is based on data that were collected from elementary and secondary school principals and from elementary school arts specialists and classroom teachers during the 1999–2000 school year. The teacher-level component provides data on the educational backgrounds and experience of arts teachers and the curricula and learning environments that characterize arts education. The school-level results presented in this report are based on questionnaire data from 640 public elementary school principals and 686 public secondary school principals (or their designated respondents). The elementary school teacher findings are based on data collected from 453 music specialists, 331 visual arts specialists, and 497 regular classroom teachers. The responses to the school questionnaires were weighted to produce national estimates that represent all regular public elementary and secondary schools in the United States; those for the teacher surveys were weighted to produce national estimates that represent all regular elementary school classroom teachers, music specialists, and visual arts specialists.

Key Findings

Arts Education in Public Elementary Schools

The elementary school survey addressed a variety of topics regarding characteristics of arts education programs in public elementary schools during the 1999–2000 school year. In 1999–2000, music instruction and visual arts instruction were available in most of the nation's public elementary schools (94 and 87 percent, respectively). Dance and drama/theatre were available in less than one-third of elementary schools (20 and 19 percent, respectively). Results of the elementary school survey also indicate that:

- Overall, 72 percent of elementary schools that offered music instruction and 55 percent of elementary schools that offered visual arts instruction employed full-time specialists to teach these subjects. Full-time specialists in dance were employed by 24 percent of elementary schools that offered this subject, and full-time specialists in drama/theatre were employed by 16 percent of elementary schools that offered it.

[1] Regular school is defined as a public elementary/secondary school that does not focus primarily on vocational, special, or alternative education.

- Sixty-seven percent of elementary schools that offered music had dedicated rooms with special equipment for instruction in this subject. Of the schools that offered visual arts, 56 percent had dedicated rooms with special equipment for visual arts. Fourteen percent of elementary schools that offered dance had dedicated rooms with special equipment for dance instruction, and 13 percent of schools with drama/theatre had dedicated rooms with special equipment for this subject.

- Seventy-seven percent of regular public elementary schools sponsored field trips to arts performances during the 1998–99 school year, and 65 percent sponsored field trips to art galleries or museums. Thirty-eight percent sponsored visiting artists, 22 percent sponsored artists-in-residence, and 51 percent of public elementary schools sponsored after-school activities that included the arts during the 1998–99 school year.

Arts Education in Public Secondary Schools

Music and visual arts instruction were offered in most of the nation's public secondary schools (90 and 93 percent, respectively) in 1999–2000. Dance and drama/theatre instruction were less commonly offered within secondary schools (14 and 48 percent, respectively). Further, the secondary school survey indicates that:

- Most public secondary schools that offered music, visual arts, dance, and drama/theatre employed full-time specialists to teach these subjects, with 91 percent reporting one or more full-time music specialists, 94 percent reporting one or more full-time visual arts specialists, 77 percent reporting one or more full-time dance specialists, and 84 percent reporting one or more full-time drama/theatre specialists.

- In 1999–2000, 91 percent of public secondary schools that offered music instruction had dedicated music rooms with special equipment for teaching the subject, and 87 percent of those with visual arts instruction had dedicated art rooms with special equipment. Of the schools that offered dance, 41 percent provided dedicated dance spaces with special equipment, and of those that offered drama/theatre, 53 percent provided dedicated theatre spaces with special equipment.

- Field trips to arts performances were sponsored by 69 percent of regular public secondary schools during the 1998–99 school year, and 68 percent sponsored field trips to art galleries or museums. Thirty-four percent of secondary schools sponsored visiting artists, 18 percent sponsored artists-in-residence, and 73 percent sponsored after-school activities in the arts during the 1998–99 school year.

Elementary Music Specialists, Visual Arts Specialists, and Self-Contained Classroom Teachers

The teacher surveys gathered information related to the preparation, working environments, and instructional practices of public elementary school music and visual arts specialists and non-arts classroom teachers. Results from the three teacher surveys indicate that:

- In 1999–2000, 45 percent of music specialists and 39 percent of visual arts specialists had a master's degree in their respective fields of study or in a related field. Forty-five percent of regular classroom teachers had a master's degree.

- Arts specialists participated in a variety of professional development activities. For instance, 72 percent of music specialists and 79 percent of visual arts specialists reported professional development activities focusing on the integration of music or visual arts into other subject areas within the last 12 months.

- A sizable majority of music and visual arts specialists felt that their participation in various professional development activities focusing on arts instruction improved their teaching skills to a moderate or great extent (69 to 75 percent).

- On a typical school day in 1999–2000, music specialists taught an average of six different classes of students. Visual arts specialists taught on average five classes on a typical school day.

- Visual arts specialists had more time set aside each week for planning or preparation during the regular school day than music specialists and classroom teachers (4.2 hours versus 3.6 and 3.4 hours, respectively).

- Forty-six percent of music specialists and 44 percent of visual arts specialists strongly agreed with the statement that parents support them in their efforts to educate their children. Fifty-eight percent of music specialists and 53 percent of visual arts specialists strongly agreed that they were supported by the administration at their schools.

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1. INTRODUCTION

During the last decade, arts instruction has received increasing attention as an important aspect of education. The Improving America's Schools Act of 1994 (U.S. Public Law 103-382), and the release of the voluntary National Standards for Arts Education (Consortium of National Arts Education Association 1994), demonstrated this increase in attention. By 1998, there were no national data sources that specifically addressed the condition of arts education in the nation's public schools. To fill this data gap, the National Endowment for the Arts, the Office of Educational Research and Improvement (OERI), and the Office of Reform Assistance and Dissemination (ORAD) of OERI requested that surveys be conducted under the Fast Response Survey System (FRSS) of the National Center for Education Statistics (NCES) of the U.S. Department of Education.

The purpose of this report is to provide a national profile of the status of arts education in the nation's regular[2] public schools during the 1999–2000 school year. Specifically, this report presents information on the characteristics of public elementary and secondary school arts education programs, including data on the availability of instruction in the arts, staffing, funding, supplemental programs and activities, and administrative support of arts education. This report is based on data collected from elementary and secondary school principals and from elementary school arts specialists and classroom teachers during the 1999–2000 school year.

The study was a follow up to a survey conducted in 1994 by NCES that was also requested by the National Endowment for the Arts and by the National Institute on Student Achievement, Curriculum, and Assessment of the U.S. Department of Education (Carey et al. 1995). That survey provided national data concerning public schools' approaches to arts education and covered topics such as the availability of music, visual arts, dance, and drama/theatre instruction in the nation's public elementary and secondary schools; time devoted to instruction; space for arts instruction; staffing; professional development; and school support of arts programs. Results of the study were embraced by the arts education community as the single source of national data on this topic, since at that time there were no up-to-date, national data documenting the condition of arts education in the United States.

The findings from that survey provided baseline information on the extent to which public schools were including the arts as core subjects in their curricula. To summarize, the 1994 arts education survey found that 97 percent of public elementary schools offered instruction in music, 85 percent offered instruction in visual arts, 43 percent offered instruction in dance, and 8 percent offered instruction in drama/theatre. At the secondary school level, the majority of schools offered separate instruction in music (94 percent) and visual arts (89 percent). About half of secondary schools offered separate instruction in drama/theatre (54 percent), and 13 percent of schools offered classes in dance.

The 1994 study also found that 70 percent of public elementary schools that offered music reported that the subject was taught only by certified music specialists; 22 percent indicated that both specialists and classroom teachers provided instruction; and at 8 percent of schools instruction was provided only by classroom teachers. At the secondary level, in schools that offered separate instruction in arts subjects, an average of 4.5 courses were taught in music, 5 were taught in visual arts, and 2 courses on average were provided in both dance and drama/theatre. Most public elementary and secondary schools that offered separate instruction in arts subjects had curriculum guidelines provided by their school districts. About one-third of schools at both instructional levels had district-level arts coordinators or curriculum specialists on staff. Also, about one-third of public elementary and secondary schools had artists-in-residence

[2] Regular school is defined as a public elementary/secondary school that does not focus primarily on vocational, special, or alternative education.

during the past 5 years. (See Carey et al. 1995 for further findings from the 1994 study.)

Subsequent to the 1994 FRSS arts education survey, publication of the NAEP (National Assessment of Educational Progress) 1997 Arts Report Card (Persky, Sandene, and Askew 1998) underscored the increased attention arts education was receiving at the national level. As stated in the NAEP Arts Report Card, "The last several years have seen a growing resolve among educators and policymakers to assure the place of a solid arts education in the nation's schools" (Persky, Sandene, and Askew 1998, 2).

The 1999–2000 arts education survey provides some indication of the extent to which arts education has established its "solid place" in the nation's elementary and secondary public schools. In addition, the current study presents a more complete picture of arts education at the elementary level than the 1994 study by providing the first national data on the educational backgrounds, professional development activities, and teaching loads of music and visual arts teachers, as well as on the curricula, instructional practices, and work environments that characterized elementary school arts education in 1999–2000.

Arts Education: Perspectives and Approaches in U.S. Public Schools

The argument for including arts education as a basic component in the core curriculum of public schools has taken one of two perspectives (Cortines 1999). The case for the arts is based on either (1) the intrinsic value of the arts, or (2) the value of the consequences of arts education. The first position asserts that arts education is important because of the intrinsic value of learning about and experiencing the arts themselves, since the arts reflect what it is to be human and are fundamental to an understanding of ourselves and others. The second position establishes the value of the consequences of arts instruction, in particular the contribution learning in the arts makes to the development of many cognitive, affective, and creative skills. More specifically, educators have made the case that students demonstrate higher levels of academic achievement in non-arts areas or other success in school through their engagement with the arts (Catterall, Chapleau, and Iwanaga 1999).

A review of the literature on the value of arts instruction, or its impact on learning or cognitive development, uncovers numerous articles and research summaries leading to the conclusion that there is no one answer to the question "Why teach the arts?" (Eisner 1997). Just as notions about why it is important to teach the arts differ, so do conceptions about what constitutes arts education. For this study, the view of arts instruction encompasses the study of visual arts, music, dance, and drama/theatre. In addition, arts instruction includes not only teaching students about the tools and processes used to produce works of art but also educating them about how the arts relate to history and cultures, and connections among arts subjects and other academic disciplines.

Another recurring, and sometimes controversial, question that characterizes current thinking on arts education is who should teach the arts? In the most traditional approach to arts education, visual arts and music are taught by specialists who have the knowledge, skills, and professional experience to teach the subjects in the most compelling and authentic fashion. With the push toward a more integrated, cross-discipline curriculum, some schools provide arts instruction as a collaboration between classroom teachers and arts specialists. In this approach, classroom teachers need to have some background or training in arts instruction, and the role of the arts specialists includes providing resources for teachers in curriculum and staff development (Wilson 1997). At the other extreme are schools where there are no arts specialists on staff, either to teach students directly or to act as resources to classroom teachers who provide the arts instruction that is offered.

Given the various configurations that schools can adopt in providing instruction in the arts, the survey instruments used in this study were designed to be inclusive of several approaches. In this way, the maximum amount of information could be collected, without any philosophical bias as to the optimum strategy for teaching students about the arts.

Study Methodology

The surveys of public elementary and secondary school arts education were conducted during fall 1999 (see appendix C for survey questionnaires). Respondents to the survey were sampled elementary and secondary school principals. At the same time, the *elementary* school principals were asked to provide lists of their music and visual arts specialists and regular (self-contained) classroom teachers for the sampling for a teacher survey. From each list of teachers submitted, one classroom teacher and one of each type of arts specialist were sampled, depending on whether the school had music and visual arts specialists on staff. The teacher surveys were conducted during spring 2000.

The 1994 surveys of arts education in public elementary and secondary schools provided baseline information on the extent to which public schools were including the arts as core subjects in their curricula. However, national data addressing the ways that arts instruction is delivered, and the qualifications of the teachers who provide the instruction, were still lacking. The positive response from the arts education community to the school-level data contained in the 1994 report increased the conviction on the part of the data requesters that teacher-level data were essential in order to present a more complete picture of the ways that students experience the arts in public schools. Therefore, NCES, ORAD, and the National Endowment for the Arts supported a teacher component in the 1999–2000 data collection to begin to fill this gap.

Providing the most complete picture would require surveying teachers at both the elementary and secondary school levels, but surveys of that magnitude were beyond the scope of the Fast Response Survey System. It was necessary to limit the teacher survey to either elementary or secondary school teachers. Data collection at the secondary level would be constrained by the fact that arts instruction is provided primarily through elective courses and is often taught by multiple specialists in each of the four arts subjects (Carey et al. 1995). In contrast, at the elementary level, arts instruction is usually limited to music and visual arts and is part of a standard curriculum in which all students participate. Therefore, given the resources available through the Fast Response Survey System, it was decided to focus on arts instruction in public elementary schools. Further, for the elementary teacher-level surveys, only music specialists, visual arts specialists, and classroom teachers were sampled. The number of schools employing dance and drama/theatre teachers is small, and so it was not possible to select adequate samples based on the list collection from the schools (see appendix A for details on the list collection).

The school-level results presented in this report were based on questionnaire data from 640 regular public elementary school principals and 686 regular public secondary school principals (or their designated respondents) (see appendix A, tables A-1 and A-2).[3] The elementary school teacher findings are based on data collected from 453 music specialists, 331 visual arts specialists, and 497 regular classroom teachers (see appendix A, tables A-3 through A-5).

Many of the questionnaire items on the school surveys were similar, but not identical, to the 1994 FRSS surveys. Some items were revised or replaced because the results from the 1994 surveys indicated that the items may have been misinterpreted by respondents or had not produced useful information (see appendix C for questionnaires). In addition, the arts community (who participated in the development of the questionnaires) was interested in obtaining additional detail on various questions, such as who taught the arts and what types of space were available for instruction. Finally, an effort was made to revise items to be consistent with the 1997 National Assessment of Educational Progress. Given the differences in questions in both form and content, it was decided not to compare across survey years in this report. See appendix A for a list of questions that were indeed comparable across survey years, with corresponding findings.

The teacher surveys contained questions about teachers' educational backgrounds and professional development, their teaching loads, and the extent to which they collaborate with other teachers or participate in various school

[3] Only regular public schools in the 50 states and the District of Columbia were included in the sample (see appendix A for additional details).

committees. Some of these questionnaire items were adapted from the 1998 NCES survey on teacher quality (Lewis et al. 1999). The surveys designed for music and visual arts specialists each contained two unique sets of questions that address the ways that schools support arts programs, such as the facilities and resources available to teachers, and the goals and objectives of student learning in either music or visual arts.

The school characteristics used as analysis variables for reporting data from the school surveys were school enrollment size, locale (central city, urban fringe, town, rural), region, percent minority enrollment, and percent of students eligible for free or reduced-price school lunch (which indicates the concentration of poverty in the school). These variables are defined in appendix A. Some of the school characteristics used for independent analyses may be related to each other. For example, poverty concentration and minority enrollment are related, as schools with a high minority enrollment also tend to have a high concentration of poverty. Because of the relatively small samples used in this study, it is difficult to separate the independent effects of these variables. The existence of such effects, however, should be considered in the interpretation of the data presented in this report.

The data from the teacher surveys are generally presented for the overall samples of teachers, and are not broken down by specific school or teacher characteristics. The survey samples of arts specialists and classroom teachers were relatively small (453 music specialists, 331 visual arts specialists, and 497 regular classroom teachers). Thus, small cell sizes and resulting high standard errors might not in many cases support comparisons across subgroups of selected independent variables.

The responses to the school questionnaires were weighted to produce national estimates that represent all regular public elementary and secondary schools in the United States; those for the teacher surveys were weighted to produce national estimates that represent all regular elementary school classroom teachers, music specialists, and visual arts specialists. All comparative statements in this report have been tested for statistical significance using *t*-tests adjusted for multiple comparisons using the Bonferroni adjustment and are significant at the 0.05 level; however, not all significant comparisons are cited in the report. Appendix A provides a more detailed discussion of the survey samples and methodology.

Organization of This Report

The chapters that follow present survey results describing the status of arts education in America's public schools during the 1999–2000 school year. Specifically, chapter 2 presents information on the characteristics of public elementary school arts education programs. Chapter 3 presents similar findings for public secondary school arts education programs. Chapter 4 reports on the results of the teacher surveys, comparing findings from arts specialists and classroom teachers. The final chapter summarizes the findings of this study and draws some overall conclusions. A description of the study methodology (appendix A) and tables of standard errors for all data presented in this report (appendix B) are included as technical appendices. The questionnaires for this study and the arts survey conducted in 1994 are included in appendix C.

2. ARTS EDUCATION IN PUBLIC ELEMENTARY SCHOOLS

Highlights

- In 1999–2000, music instruction and visual arts instruction were available in most of the nation's public elementary schools (94 and 87 percent, respectively). Dance and drama/theatre were available in less than one-third of elementary schools (20 and 19 percent, respectively).
- Overall, 72 percent of elementary schools that offered music instruction and 55 percent of elementary schools that offered visual arts instruction employed full-time specialists to teach these subjects. Full-time specialists in dance were employed by 24 percent of elementary schools that offered this subject, and full-time specialists in drama/theatre were employed by 16 percent of elementary schools that offered it.
- Sixty-seven percent of elementary schools that offered music had dedicated rooms with special equipment for instruction in this subject. Of the schools that offered visual arts, 56 percent had dedicated rooms with special equipment for visual arts. Fourteen percent of elementary schools that offered dance had dedicated rooms with special equipment for dance instruction, and 13 percent of schools with drama/theatre had dedicated rooms with special equipment for this subject.
- Seventy-seven percent of regular public elementary schools sponsored field trips to arts performances during the 1998–99 school year, and 65 percent sponsored field trips to art galleries or museums. Thirty-eight percent sponsored visiting artists, 22 percent sponsored artists-in-residence, and 51 percent of public elementary schools sponsored after-school activities in the arts during the 1998–99 school year.

Availability and Characteristics of Arts Education Programs in Public Elementary Schools

The elementary school survey addressed a variety of topics regarding characteristics of arts education programs in public elementary schools during the 1999–2000 school year. One purpose of the elementary school survey was to determine the extent to which students received instruction dedicated specifically to the arts during the regular school day. In order to capture how elementary schools provided this instruction, principals were asked a series of questions concerning music, visual arts, dance, and drama/theatre. The first question addressed whether, and how often, a typical student received instruction in each arts subject during the regular school day. To determine the amount of instruction received in each subject, principals were asked (1) the approximate number of minutes students spent in a typical class or period of instruction, and (2) whether instruction was provided throughout the school year, for some portion of the year, or in some other timeframe.

Principals were asked to indicate the position of the person(s) who teach(es) each subject, including certified (credentialed) specialists, classroom teachers, artists-in-residence, other faculty, and volunteers. In addition, they were asked to indicate the kind of space used for teaching each subject, ranging from a dedicated room with special equipment to teachers' regular classrooms. Principals were also asked whether their districts had a written curriculum guide in the subject and whether the guide was aligned with their states' standards or the National Standards for Arts Education.[4] Finally, in order to gather

[4] The National Standards for Arts Education, published in 1994 by the Consortium of National Arts Education Associations, identify what students should know and be able to do in kindergarten through grade 12 in dance, music, theatre, and visual arts. Many states have also adopted their own arts standards that are often modeled after the National Standards.

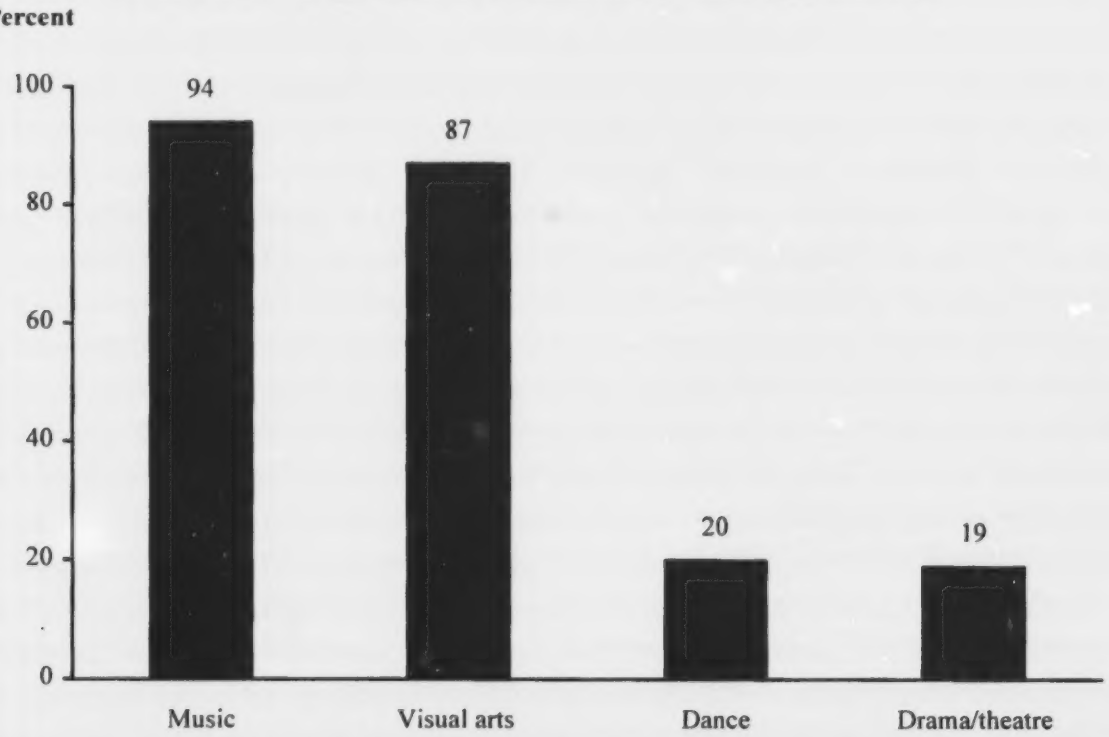
some basic information about support for each subject, principals were asked whether their schools typically received monies from any outside sources (that is, non-district funding) to supplement the arts education program budget, and to indicate the percentage of the budget designated for each subject that came from these funds.

The elementary school survey also contained a series of questions that allowed principals to describe in more general terms their educational programs in dance and drama/theatre, since most elementary schools do not typically offer separate programs of instruction in these subjects (Carey et al. 1995). Thus, these questions were included to determine whether students experienced these arts subjects within the context of instruction in other subject areas, such as physical education (for dance) or language arts (for drama/theatre).

Availability of Arts Education Programs

Music was almost universally available in the nation's regular public elementary schools in 1999–2000, with 94 percent of all schools reporting that they offered music[5] as specific instruction during the regular school day in 1999–2000 (figure 1 and table 1). Visual arts instruction was also available in most of the nation's regular public elementary schools (87 percent).

Figure 1.—Percent of public elementary schools offering instruction designated specifically for music, visual arts, dance, and drama/theatre: Academic year 1999–2000



SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 1999," FRSS 67.

[5] Music instruction could include general music, as well as more specialized types of music instruction, such as chorus, band, and strings/orchestra.

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Compared with music and visual arts, dance and drama/theatre were less commonly taught in elementary schools (20 percent for dance, and 19 percent for drama/theatre).

These findings present a picture of the availability of arts instruction in the nation's regular public elementary schools. The following sections provide details on a variety of characteristics of instructional programs in music, visual arts, dance, and drama/theatre, including the quantity of instruction, teacher status, types of space used, the presence of written curriculum guides, and outside sources of funding.

Table 1.—Percent of public elementary schools offering instruction in various arts subjects, by school characteristics: Academic year 1999–2000

School characteristic	Music	Visual arts	Dance	Drama/theatre
All public elementary schools	94	87	20	19
School enrollment size				
Less than 300	95	88	21	18
300 to 599	94	86	17	15
600 or more	94	86	25	29
Locale				
City	96	85	23	22
Urban fringe	94	89	19	19
Town	97	83	15	15
Rural	92	86	20	19
Region				
Northeast	94	95	16	11
Southeast	95	81	19	19
Central	96	91	14	11
West	93	81	29	32
Percent minority enrollment				
5 percent or less	95	92	17	15
6 to 20 percent	97	89	18	18
21 to 50 percent	94	86	17	18
More than 50 percent	91	81	27	27
Percent of students eligible for free or reduced-price lunch				
Less than 35 percent	97	94	20	20
35 to 49 percent	98	74	17	16
50 to 74 percent	94	89	25	21
75 percent or more	88	79	20	20

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 1999," FRSS 67.

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Characteristics of Music Instruction

Time devoted to instruction. Among the 94 percent of regular public elementary schools that offered music instruction, students in 6 percent of schools had music classes every day in 1999–2000 (table 2). Students had music three or four times a week in 14 percent of schools, and in 73 percent of schools students attended music classes once or twice a week. Students in 7 percent of schools had music classes less than once a week. Class periods for music instruction lasted on average 38 minutes.

Table 2.—Percentage distribution of public elementary schools offering music instruction indicating how frequently a typical student received instruction designated specifically for music, and average number of minutes per class period, by school characteristics: Academic year 1999–2000

School characteristic	Frequency of instruction				Average number of minutes per class period
	Every day	3 to 4 times a week	1 to 2 times a week	Less than once a week	
All public elementary schools	6	14	73	7	38
School enrollment size					
Less than 300	10	15	68	7	35
300 to 599	5	14	76	5	37
600 or more	4	10	75	12	41
Locale					
City	3	12	77	8	39
Urban fringe	5	12	76	7	37
Town	13	17	61	9	37
Rural	8	16	72	5	37
Region					
Northeast	3	10	82	5	39
Southeast	4	12	75	9	40
Central	6	16	76	2	35
West	9	15	64	12	37
Percent minority enrollment					
5 percent or less	6	14	74	5	37
6 to 20 percent	5	16	73	6	37
21 to 50 percent	9	12	72	8	38
More than 50 percent	4	12	74	10	39
Percent of students eligible for free or reduced-price lunch					
Less than 35 percent	3	17	73	6	38
35 to 49 percent	9	12	75	5	35
50 to 74 percent	7	16	69	8	37
75 percent or more	8	8	73	11	39

NOTE: Percentages are based on the 94 percent of public elementary schools that reported instruction in music during the regular school day in fall 1999. Row percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 1999," FRSS 67.

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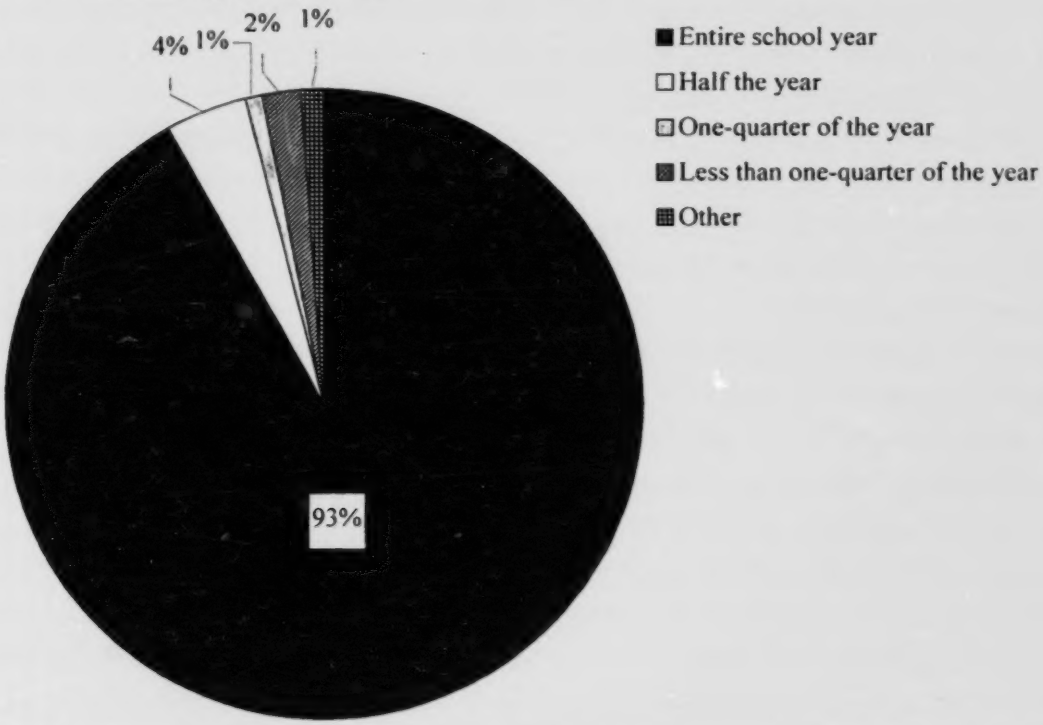
Most elementary schools offering music (93 percent) reported that students participated in music instruction throughout the entire school year (figure 2). To calculate the total amount of music instruction that typical elementary school students received in a school year, a "dosage" variable was created.[6] On average, in schools where music was offered, elementary school students received 46 hours of music instruction during the course of a school year (table 3). Fourteen percent of the elementary schools that offered music provided students with 25 hours or less of music instruction during the school year, and 43 percent provided students with 26 to 40 hours. Twenty-one percent provided between 41 and 50 hours, and 22 percent provided students with more than 50 hours of music instruction over the course of a school year.

Figure 2.—Percentage distribution of public elementary schools offering music instruction, according to the portion of the school year that a typical student received instruction: Academic year 1999–2000



NOTE: Percentages are based on the 94 percent of public elementary schools that reported instruction in music during the regular school day in fall 1999. Percentages do not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 1999," FRSS 67.

[6] Dosage of instruction is the number of days per week music was offered, multiplied by the approximate number of weeks it was offered during the school year, multiplied by the number of minutes a typical class period lasted. Number of weeks of instruction was based on the assumption that a typical school year encompasses 40 weeks. For the purposes of this analysis, minutes were converted into hours.

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Table 3.—Percentage distribution of public elementary schools offering music instruction, according to the total number of hours that a typical student received instruction during the school year, and average hours per school year, by school characteristics: Academic year 1999–2000

School characteristic	Percent of schools with				Average hours per year
	25 hours or less per year	26 to 40 hours per year	41 to 50 hours per year	More than 50 hours per year	
All public elementary schools	14	43	21	22	46
School enrollment size					
Less than 300	15	39	18	27	45
300 to 599	11	49	19	21	46
600 or more	19	34	29	18	45
Locale					
City	19	39	25	17	44
Urban fringe	12	50	19	19	43
Town	15	35	18	33	50
Rural	11	41	22	27	48
Region					
Northeast	8	56	23	13	43
Southeast	13	45	22	20	47
Central	13	46	17	25	45
West	20	30	24	26	47
Percent minority enrollment					
5 percent or less	13	45	19	23	45
6 to 20 percent	9	49	19	24	46
21 to 50 percent	13	46	19	21	46
More than 50 percent	20	33	29	18	46
Percent of students eligible for free or reduced-price lunch					
Less than 35 percent	13	43	20	25	45
35 to 49 percent	10	51	17	22	46
50 to 74 percent	16	42	20	22	46
75 percent or more	18	35	29	17	46

NOTE: Percentages are based on the 94 percent of public elementary schools that reported instruction in music during the regular school day in fall 1999. Total hours were based on the multiplication of the number of days per week music was offered, by the approximate number of weeks it was offered during the school year, by the number of minutes a typical class period lasted. Number of weeks of instruction was based on the assumption that a typical school year encompasses 40 weeks. Row percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 1999," FRSS 67.

Music teachers. According to most leaders in the arts education community, the best qualified people to teach the arts are specialists who possess expertise that can enhance student knowledge, understanding, and skills in art appreciation and art making (Wilson 1997). Principals were asked whether those responsible for music instruction at their schools fell into any of the following categories: full-time certified specialists, part-time certified specialists, regular classroom teachers, artists-in-residence, other faculty members, or volunteers. Overall, public elementary schools that offered music were most likely to employ full-time certified specialists to teach the subject (72 percent) (table 4).[7] Part-time specialists taught music at 20 percent of schools. Smaller percentages relied on either classroom teachers (11 percent), artists-in-residence (3 percent), or other faculty or volunteers (4 percent) to teach music.

Schools varied with respect to the individuals responsible for music instruction. Large and moderate-size schools were more likely than small schools to employ full-time music specialists (80

[7] Percentages in table 4 sum to more than 100 because respondents could select more than one category. The same holds true for similar findings pertaining to staffing that follow in this chapter (including tables 10 and 13).

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and 76 percent versus 57 percent). Schools in the West were less likely to employ full-time music specialists compared with schools in the Northeast and Central regions of the country (56 percent versus 80 and 85 percent). Conversely, schools in the West were more likely than schools in other regions to employ classroom teachers to teach music (26 percent versus 2 to 7 percent), and were more likely than schools in the Northeast region to employ other faculty or volunteers (8 percent versus 1 percent). Schools with 6 to 20 percent minority enrollment were more likely than those with more than 50 percent minority enrollment to have full-time specialists in music (80 percent versus 63 percent). Yet schools with the lowest minority enrollment (5 percent or less) were no more likely than other schools to have full-time music specialists on staff (71 percent versus 63 to 80 percent).

Table 4.—Percent of public elementary schools offering music instruction, according to the position of the person(s) who provided the instruction, by school characteristics: Academic year 1999–2000

School characteristic	Full-time certified music specialist	Part-time certified music specialist	Classroom teacher	Artist-in-residence	Other faculty or volunteers*
All public elementary schools	72	20	11	3	4
School enrollment size					
Less than 300	57	28	13	1	6
300 to 599	76	19	8	3	3
600 or more	80	13	13	4	6
Locale					
City	68	23	10	4	5
Urban fringe	78	16	12	3	4
Town	75	15	9	1	5
Rural	65	24	10	2	5
Region					
Northeast	80	25	3	2	1
Southeast	70	21	7	3	5
Central	85	16	2	1	3
West	56	20	26	5	8
Percent minority enrollment					
5 percent or less	71	21	8	3	4
6 to 20 percent	80	19	11	4	2
21 to 50 percent	74	19	11	2	1
More than 50 percent	63	22	13	3	8
Percent of students eligible for free or reduced-price lunch					
Less than 35 percent	76	21	9	5	3
35 to 49 percent	76	15	11	3	6
50 to 74 percent	63	19	15	1	6
75 percent or more	66	23	11	2	5

*This category combines responses to separate survey questions about whether music was taught by other faculty members and volunteers.

NOTE: Percentages are based on the 94 percent of public elementary schools that reported instruction in music during the regular school day in fall 1999. Percentages sum to more than 100 because respondents could select more than one category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 1999," FRSS 67.

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Space for music instruction. Access to appropriate instruments and equipment is important to the delivery of many aspects of a broad music curriculum. A dedicated space that is consistently open for instruction and in which materials are readily available facilitates a school's music program. Overall, 67 percent of public elementary schools that offered music reported having a dedicated room with special equipment for teaching the subject (table 5). Seven percent reported a dedicated room with no special equipment; 10 percent conducted music instruction in a gymnasium, auditorium, or cafeteria; and 15 percent did so in regular classrooms only.

Whether a school had a dedicated room with special equipment for music instruction varied by school characteristics. Specifically, schools with more than 50 percent minority enrollment were less likely than schools with 5 percent or less and 21 to 50 percent minority enrollments to have a dedicated room with special equipment (53 percent versus 71 and 72 percent). Schools with the highest concentration of poverty (75 percent or more) were less likely than those with less than 35 percent and 50 to 74 percent poverty concentrations to have a dedicated room with special equipment for music instruction (51 percent versus 70 percent).

Table 5.—Percentage distribution of public elementary schools offering music instruction, according to the space used for teaching the subject, by school characteristics: Academic year 1999–2000

School characteristic	Dedicated room(s), with special equipment	Dedicated room(s), no special equipment	Gymnasium, auditorium, or cafeteria	Regular classrooms only
All public elementary schools	67	7	10	15
School enrollment size				
Less than 300	53	9	13	22
300 to 599	71	7	9	11
600 or more	71	5	8	16
Locale				
City	64	10	10	15
Urban fringe	68	3	10	16
Town	66	5	9	20
Rural	67	10	9	12
Region				
Northeast	62	8	10	17
Southeast	68	10	8	12
Central	74	7	6	13
West	63	5	14	19
Percent minority enrollment				
5 percent or less	71	6	6	16
6 to 20 percent	70	6	8	16
21 to 50 percent	72	4	14	9
More than 50 percent	53	12	12	21
Percent of students eligible for free or reduced-price lunch				
Less than 35 percent	70	6	7	15
35 to 49 percent	69	7	12	11
50 to 74 percent	70	3	9	16
75 percent or more	51	15	14	19

NOTE: Percentages are based on the 94 percent of public elementary schools that reported instruction in music during the regular school day in fall 1999. Row percentages may not sum to 100 because the "other" category was not included in this table due to the small number of cases reported or due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 1999," FRSS 67.

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Written curriculum guide for music. Of the elementary schools that offered instruction in music, 81 percent reported that their district had a written curriculum guide in music that the teachers were expected to follow (table 6). Schools in the West were less likely than those in the Northeast and Central regions to have a written curriculum guide for music (70 percent versus 90 and 88 percent). Schools with 50 percent or less minority enrollment were more likely to have a written curriculum guide for music than schools with more than 50 percent minority enrollment (84 to 87 percent versus 71 percent). Also, schools with the lowest concentration of poverty were more likely than those with the two highest concentrations of poverty to report written curriculum guides for music (88 percent versus 75 and 73 percent).

Table 6.—Percent of public elementary schools offering music instruction, according to the availability of a district curriculum guide in music, by school characteristics: Academic year 1999–2000

School characteristic	District curriculum guide in music
All public elementary schools	81
School enrollment size	
Less than 300	77
300 to 599	85
600 or more	78
Locale	
City	84
Urban fringe	86
Town	80
Rural	72
Region	
Northeast	90
Southeast	80
Central	88
West	70
Percent minority enrollment	
5 percent or less	87
6 to 20 percent	86
21 to 50 percent	84
More than 50 percent	71
Percent of students eligible for free or reduced-price lunch	
Less than 35 percent	88
35 to 49 percent	81
50 to 74 percent	75
75 percent or more	73

NOTE: Percentages are based on the 94 percent of public elementary schools that reported instruction in music during the regular school day in fall 1999.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 1999," FRSS 67.

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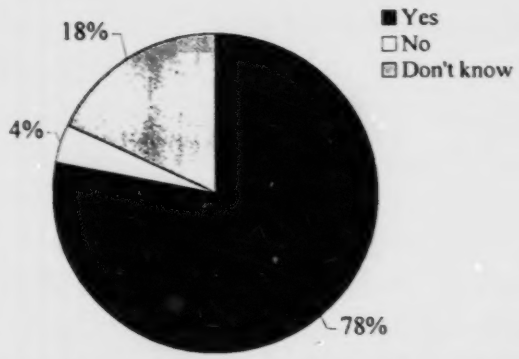
Of the schools with curriculum guides in music, 78 percent indicated that the curriculum guide was aligned with their states' standards or the National Standards for Arts Education (figure 3), although 18 percent of principals indicated that they did not know if it was or not. About three-quarters (78 percent) indicated that the music curriculum guide had been created or updated in the last 5 years, and 12 percent of principals did not know when the guide had been created (figure 4).

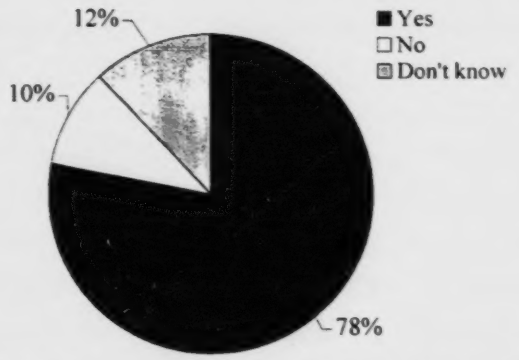
Figure 3.—Percentage distribution of public elementary schools with a written curriculum guide in music, according to whether the guide was aligned with the state's standards or the National Standards for Arts Education: Academic year 1999–2000



NOTE: Percentages are based on the 76 percent of public elementary schools that reported instruction in music and had a district written curriculum guide in music; that is, 94 percent that offered instruction in music multiplied by 81 percent that had a written curriculum guide.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 1999," FRSS 67.

Figure 4.—Percentage distribution of public elementary schools with a written curriculum guide in music, according to whether the guide was created or updated in the last 5 years: Academic year 1999–2000



NOTE: Percentages are based on the 76 percent of public elementary schools that reported instruction in music and had a district written curriculum guide in music; that is, 94 percent that offered instruction in music multiplied by 81 percent that had a written curriculum guide.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 1999," FRSS 67.

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Types of music instruction offered. Music instruction can take a variety of forms in elementary schools. While schools typically offer students classes in general music during the regular school day, many schools also offer separate instruction dedicated to chorus, band, or strings/orchestra. In general, these kinds of specialized learning experiences are offered as electives to students who express interest in learning how to sing in a group or how to play an instrument. In order to capture rates of student enrollment over the span of an entire school year, principals were asked to describe these types of music offerings during the 1998–99 school year. This question was asked of all principals, rather than only those indicating that a typical student received music instruction during the regular school day at their school, so that any special performance-based instruction offered to students choosing to enroll would be captured.

Most regular public elementary schools (92 percent) offered instruction in general music during the 1998–99 school year. Also, most schools reported that general music was first offered to students in grade 2 or earlier (91 percent), and 94 percent of schools indicated that more than 75 percent of the student body participated in the instruction (table 7). Considerably fewer elementary schools offered instruction in chorus (52 percent), and if they did, schools were most likely to introduce students to chorus in grades 3 or 4 (52 percent).[8] Forty percent of schools offering chorus reported that 25 percent or less of the student body actually enrolled in chorus, and 24 percent reported more than 75 percent participation.

Band instruction was offered in 48 percent of public elementary schools and was most typically introduced to students in grade 5 or above (61 percent). About half of the schools that offered band (52 percent) reported that 25 percent or less of the student body participated in the activity. Fewer elementary schools offered

Table 7.—Percent of public elementary schools reporting various kinds of music instruction, by the earliest grade at which the instruction was offered and the percent of students enrolled: Academic year 1998–99

Characteristic of music program	General music	Chorus	Band	Strings/orchestra
All public elementary schools	92	52	48	27
Earliest grade offered*				
Second and under	91	19	3	6
Third through fourth	5	52	36	65
Fifth and higher	4	29	61	30
Percent of eligible students enrolled*				
25 percent or less	1	40	52	73
26 to 50 percent	3	25	30	17
51 to 75 percent	2	11	14	5
More than 75 percent	94	24	4	6

*Percentages are based on the percent of public elementary schools that reported instruction in each music area in fall 1999.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 1999," FRSS 67.

[8] One might consider whether findings in table 7 involving earliest grade offered (of general music, chorus, band, and strings/orchestra) might be misleading if the schools at which these subjects were offered only begin with grades 3 and above. For example, table 7 shows that at 52 percent of elementary schools, chorus was not offered until third or fourth grades. This might be because chorus was a subject reserved for older children, or else because at these schools there were no grades K to 2. Analysis reveals that the former is generally the case, although for a small percentage of schools, the latter holds true. For instance, of the elementary schools that first offer chorus to fourth graders, 31 percent begin with prekindergarten, and 59 percent begin with kindergarten. Only 7 percent of these schools begin with fourth grade.

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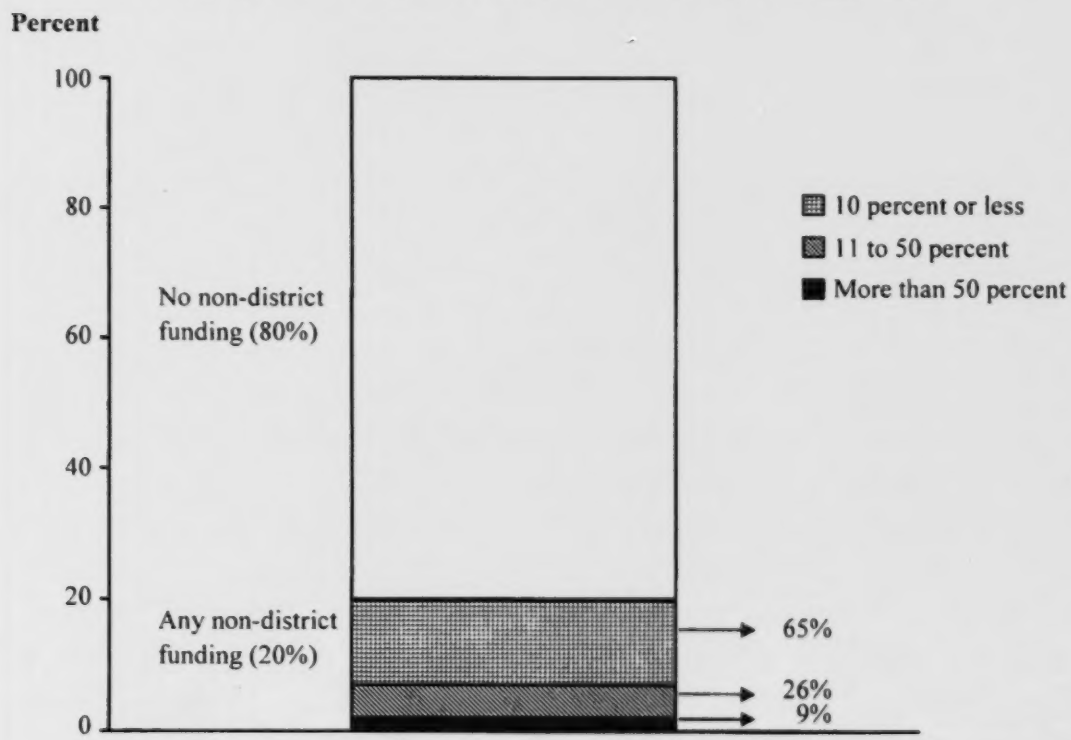
programs in strings or orchestra (27 percent) than chorus and band. Schools typically introduced students to strings/orchestra in grades 3 or 4 (65 percent), and 73 percent of these schools reported that 25 percent or less of the student body was enrolled in the program. These differences in enrollment may be attributed to the fact that chorus, band, and strings are generally offered as elective classes for interested students, while general music is typically part of the regular school curriculum where attendance is required.

Outside funding of music programs. Principals were asked whether their schools received funding from outside sources (that is, non-district funding), including (but not limited to) parent groups or local businesses, to fund their education programs in music. If funds were received from non-district sources, principals were asked to indicate the approximate percentage of the music budget that came from these sources. Relatively few public elementary schools (20 percent) received non-district funding for their music programs (figure 5). Of the 20 percent of schools that received non-district funds, 65 percent said these funds contributed 10 percent or less to their total music budget, and 26 percent said these funds contributed between 11 and 50 percent to their budget. Nine percent reported that more than 50 of their music budget came from non-district sources.

Figure 5.—Percent of public elementary schools offering music instruction, according to whether the school receives funds from non-district sources, and the percent of the designated music budget that comes from these sources: Academic year 1999–2000



NOTE: Percentages are based on the 94 percent of public elementary schools that reported instruction in music during the regular school day in fall 1999.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 1999," FRSS 67.

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Characteristics of Visual Arts Instruction

Time devoted to instruction. As noted earlier, visual arts instruction was offered in 87 percent of public elementary schools. Of these schools, 3 percent provided visual arts classes to students every day in 1999–2000 (table 8). In 9 percent of these schools, students had visual arts three or four times a week, and in 73 percent of schools students had visual arts once or twice a week. Students in 15 percent of schools had visual arts classes less than once a week. Class periods for instruction lasted an average of 43 minutes.

Table 8.—Percentage distribution of public elementary schools offering visual arts instruction indicating how frequently a typical student received instruction designated specifically for visual arts, and average number of minutes per class period, by school characteristics: Academic year 1999–2000

School characteristic	Frequency of instruction				Average number of minutes per class period
	Every day	3 to 4 times a week	1 to 2 times a week	Less than once a week	
All public elementary schools	3	9	73	15	43
School enrollment size					
Less than 300	3	11	71	15	43
300 to 599	2	8	75	15	43
600 or more	4	9	71	16	43
Locale					
City	1	9	71	18	43
Urban fringe	3	7	75	15	43
Town	2	9	69	20	41
Rural	5	13	74	8	44
Region					
Northeast	2	3	88	7	43
Southeast	3	13	65	19	42
Central	2	7	79	12	45
West	5	13	62	21	41
Percent minority enrollment					
5 percent or less	3	11	79	7	44
6 to 20 percent	0	9	77	14	44
21 to 50 percent	3	7	65	26	42
More than 50 percent	5	9	69	16	42
Percent of students eligible for free or reduced-price lunch					
Less than 35 percent	1	9	79	11	45
35 to 49 percent	1	7	71	20	42
50 to 74 percent	4	9	69	17	41
75 percent or more	6	13	62	19	42

NOTE: Percentages are based on the 87 percent of public elementary schools that reported instruction in visual arts during the regular school day in fall 1999. Row percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 1999," FRSS 67.

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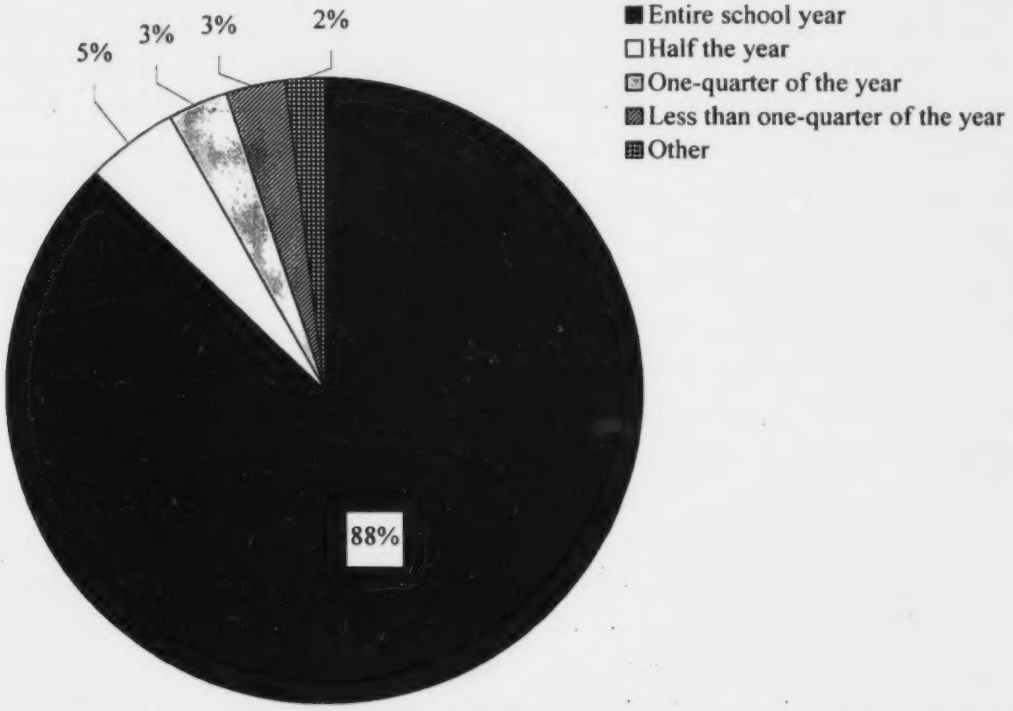
Most of the public elementary schools that offered visual arts instruction reported that students participated in this subject throughout the entire school year (88 percent) (figure 6). On average, in schools where visual arts was offered, elementary school students received 44 hours of visual arts instruction during the course of a school year (table 9). Nineteen percent of the elementary schools that offered visual arts provided students with 25 hours or less of visual arts instruction during the school year, and 29 percent provided students with 26 to 40 hours. Thirty percent provided between 41 and 50 hours, and 22 percent provided students with more than 50 hours of visual arts instruction over the course of the school year.

Figure 6.—Percentage distribution of public elementary schools offering visual arts instruction, according to the portion of the school year that a typical student received instruction: Academic year 1999–2000



NOTE: Percentages are based on the 87 percent of public elementary schools that reported instruction in visual arts during the regular school day in fall 1999. Percentages do not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 1999," FRSS 67.

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Table 9.—Percentage distribution of public elementary schools offering visual arts instruction, according to the total number of hours that a typical student received instruction during the school year, and average hours per school year, by school characteristics: Academic year 1999–2000

School characteristic	Percent of schools with				Average hours per year
	25 hours or less per year	26 to 40 hours per year	41 to 50 hours per year	More than 50 hours per year	
All public elementary schools	19	29	30	22	44
School enrollment size					
Less than 300	17	23	35	25	45
300 to 599	18	35	27	21	44
600 or more	24	26	30	20	44
Locale					
City	22	28	29	21	43
Urban fringe	18	34	30	18	43
Town	26	26	32	16	40
Rural	12	26	32	31	49
Region					
Northeast	10	42	36	12	43
Southeast	22	38	19	21	42
Central	15	24	36	25	46
West	27	20	28	25	44
Percent minority enrollment					
5 percent or less	13	28	34	25	47
6 to 20 percent	16	33	32	19	43
21 to 50 percent	28	27	26	19	39
More than 50 percent	21	31	27	21	45
Percent of students eligible for free or reduced-price lunch					
Less than 35 percent	14	27	35	23	46
35 to 49 percent	24	34	29	14	37
50 to 74 percent	21	34	27	18	42
75 percent or more	23	27	23	27	47

NOTE: Percentages are based on the 87 percent of public elementary schools that reported instruction in visual arts during the regular school day in fall 1999. Total hours were based on multiplying the number of days per week visual arts was offered, by the approximate number of weeks it was offered during the school year, by the number of minutes a typical class period lasted. Number of weeks of instruction was based on the assumption that a typical school year encompasses 40 weeks. Row percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 1999," FRSS 67.

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Visual arts teachers. At regular public elementary schools where visual arts was offered, about half (55 percent) employed full-time certified specialists to teach the subject (table 10). Part-time specialists taught visual arts at 18 percent of schools. About one-quarter of schools (26 percent) relied on classroom teachers to teach visual arts, 6 percent relied on artists-in-residence, and 6 percent used other faculty or volunteers to teach visual arts.

Whether schools employed full-time visual arts specialists varied according to school size, region, and poverty concentration. Large schools were more likely than moderate-size or small schools to employ full-time visual arts specialists (69 percent versus 53 and 45 percent). Schools in the West were least likely to employ full-time specialists compared with schools in other regions of the nation (25 percent versus 55 to 76 percent). Fifty-seven percent of schools in the West relied on classroom teachers for visual arts instruction. Schools with the lowest concentration of poverty were more likely to have full-time specialists in visual arts than were schools with 50 to 74 percent poverty concentration (63 percent versus 41 percent).

Table 10.—Percent of public elementary schools offering visual arts instruction, according to the position of the person(s) who provided the instruction, by school characteristics: Academic year 1999–2000

School characteristic	Full-time certified visual arts specialist	Part-time certified visual arts specialist	Classroom teacher	Artist-in-residence	Other faculty or volunteers*
All public elementary schools	55	18	26	6	6
School enrollment size					
Less than 300	45	22	31	4	5
300 to 599	53	21	24	6	7
600 or more	69	5	26	8	5
Locale					
City	61	16	22	6	5
Urban fringe	60	18	21	7	9
Town	43	18	40	6	6
Rural	47	19	32	2	2
Region					
Northeast	76	21	7	2	0
Southeast	55	25	19	5	5
Central	70	18	14	2	2
West	25	11	57	12	14
Percent minority enrollment					
5 percent or less	53	24	23	3	5
6 to 20 percent	64	16	20	6	9
21 to 50 percent	47	17	31	10	3
More than 50 percent	55	13	32	5	5
Percent of students eligible for free or reduced-price lunch					
Less than 35 percent	63	18	18	6	8
35 to 49 percent	53	11	27	8	4
50 to 74 percent	41	21	36	3	6
75 percent or more	52	15	35	7	4

*This category combines responses to two separate survey questions about whether visual arts was taught by "other faculty members" and by "volunteers."

NOTE: Percentages are based on the 87 percent of public elementary schools that reported instruction in visual arts during the regular school day in fall 1999. Percentages sum to more than 100 because respondents could select more than one category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 1999," FRSS 67.

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Space for visual arts instruction. Overall, 56 percent of the regular public elementary schools that offered visual arts had a dedicated room with special equipment for teaching visual arts; 8 percent had a dedicated room with no special equipment; 3 percent used a gymnasium, auditorium, or cafeteria; and 33 percent taught visual arts in regular classrooms only (table 11).

The availability of dedicated rooms for visual arts instruction in elementary schools varied by school characteristics. Specifically, large and moderate-size schools were more likely than small schools to have a dedicated room with special equipment for teaching visual arts (67 and 59 percent versus 41 percent). Urban fringe schools (65 percent) were more likely than schools in towns (41 percent) and rural schools (48 percent) to have a dedicated room with special equipment for visual arts instruction. Also, schools with the lowest concentration of poverty were more likely to have a dedicated room with special equipment than schools with 50 percent or more poverty concentrations (65 percent versus 48 and 42 percent).

Table 11.—Percentage distribution of public elementary schools offering visual arts instruction, according to the space used for teaching the subject, by school characteristics: Academic year 1999–2000

School characteristic	Dedicated room(s), with special equipment	Dedicated room(s), no special equipment	Gymnasium, auditorium, or cafeteria	Regular classrooms only
All public elementary schools	56	8	3	33
School enrollment size				
Less than 300	41	8	5	45
300 to 599	59	9	2	28
600 or more	67	4	1	28
Locale				
City	56	10	2	31
Urban fringe	65	5	1	27
Town	41	8	5	44
Rural	48	8	6	37
Region				
Northeast	71	9	1	16
Southeast	59	8	4	25
Central	62	8	3	25
West	35	5	3	56
Percent minority enrollment				
5 percent or less	58	7	2	30
6 to 20 percent	59	7	6	26
21 to 50 percent	57	5	1	37
More than 50 percent	48	10	2	39
Percent of students eligible for free or reduced-price lunch				
Less than 35 percent	65	6	3	25
35 to 49 percent	51	11	9	27
50 to 74 percent	48	3	1	47
75 percent or more	42	14	3	40

NOTE: Percentages are based on the 87 percent of public elementary schools that reported instruction in visual arts during the regular school day in fall 1999. Row percentages may not sum to 100 because the "other" category was not included in this table due to the small number of cases reported.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 1999," FRSS 67.

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Written curriculum guide for visual arts. Of the elementary schools that offered visual arts instruction, 78 percent reported that their district had a written curriculum guide in the subject (table 12). As with music instruction, schools in the West were least likely to report availability of a district curriculum guide in visual arts compared with schools in other regions of the country (62 percent versus 83 to 89 percent). Further, schools with the highest concentration of poverty were less likely to report a written curriculum guide in visual arts than schools with the lowest poverty concentration (70 percent versus 84 percent).

Table 12.—Percent of public elementary schools offering visual arts instruction, according to the availability of a district curriculum guide in visual arts, by school characteristics: Academic year 1999–2000

School characteristic	District curriculum guide in visual arts
All public elementary schools	78
School enrollment size	
Less than 300	75
300 to 599	79
600 or more	80
Locale	
City	83
Urban fringe	81
Town	68
Rural	75
Region	
Northeast	89
Southeast	83
Central	85
West	62
Percent minority enrollment	
5 percent or less	89
6 to 20 percent	83
21 to 50 percent	85
More than 50 percent	62
Percent of students eligible for free or reduced-price lunch	
Less than 35 percent	84
35 to 49 percent	81
50 to 74 percent	72
75 percent or more	70

NOTE: Percentages are based on the 87 percent of public elementary schools that reported instruction in visual arts during the regular school day in fall 1999.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 1999," FRSS 67.

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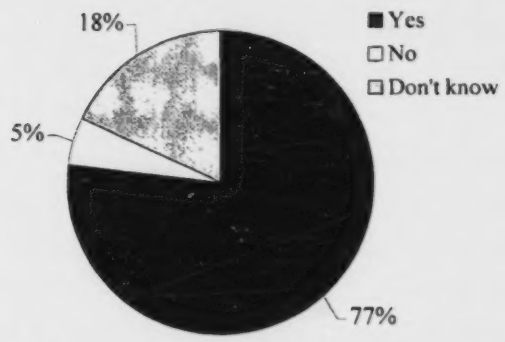
About three-quarters (77 percent) of the schools whose districts had a curriculum guide indicated that the guide was aligned with their states' standards or the National Standards for Arts Education (figure 7), although 18 percent indicated that they did not know if it was or not.

Eighty-one percent indicated that the visual arts curriculum guide had been created or updated in the last 5 years, 10 percent said that it had been created or updated more than 5 years ago, and 9 percent of principals did not know when it had been created or updated (figure 8).

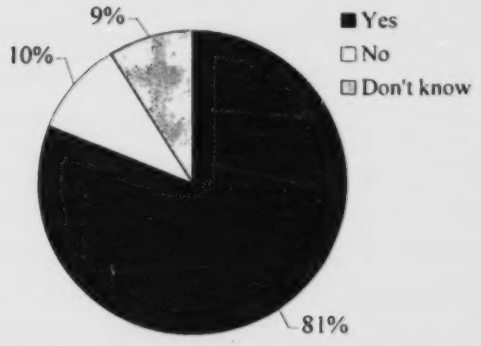
Figure 7.—Percentage distribution of public elementary schools with a written curriculum guide in visual arts, according to whether the guide was aligned with the state's standards or the National Standards for Arts Education: Academic year 1999–2000



NOTE: Percentages are based on the 68 percent of public elementary schools that reported instruction in visual arts and had a district written curriculum guide in visual arts; that is, 87 percent that offered instruction multiplied by 78 percent that had a written curriculum guide.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 1999," FRSS 67.

Figure 8.—Percentage distribution of public elementary schools with a written curriculum guide in visual arts, according to whether the curriculum guide was created or updated in the last 5 years: Academic year 1999–2000



NOTE: Percentages are based on the 68 percent of public elementary schools that reported instruction in visual arts and had a district written curriculum guide in visual arts; that is, 87 percent that offered instruction multiplied by 78 percent that had a written curriculum guide.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 1999," FRSS 67.

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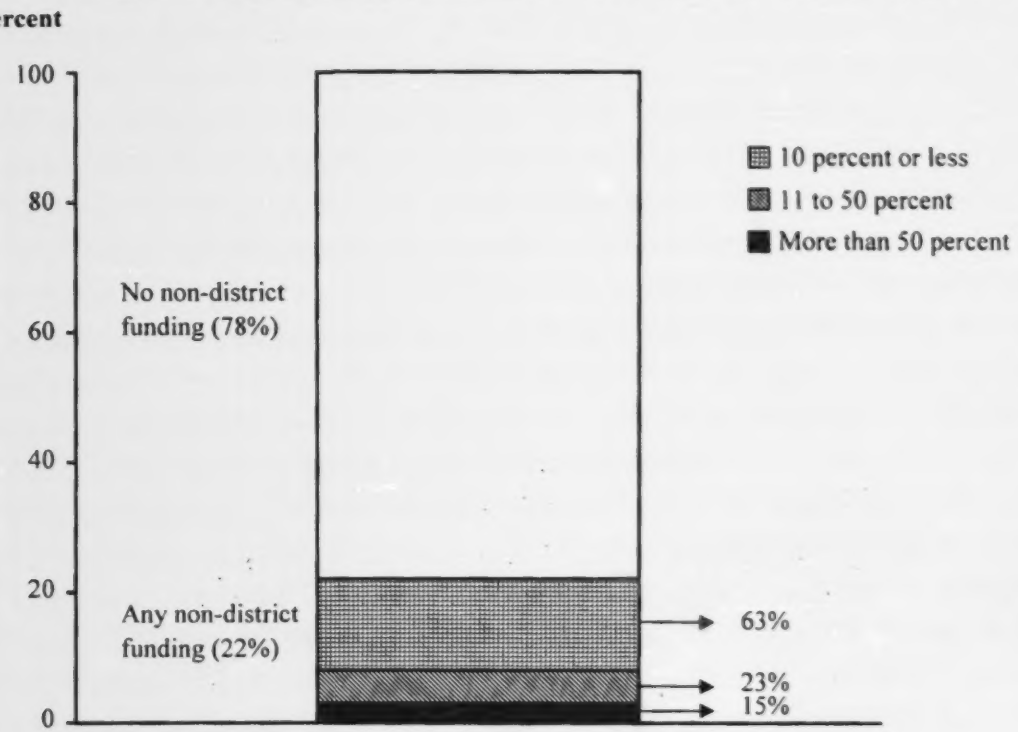
Outside funding of visual arts programs. Non-district funding of visual arts programs was similar to that reported for music programs, with 22 percent of the public elementary schools that offered visual arts indicating that they received such funds to support their programs (figure 9). Sixty-three percent of these schools reported that 10 percent or less of the visual arts budget came from non-district sources. Another 23 percent of schools reported that between 11 and 50 percent of their visual arts budget was funded in this way, and 15 percent reported that more than 50 percent of their visual arts budget came from non-district sources.

Figure 9.—Percent of public elementary schools offering visual arts instruction, according to whether the school receives funds from non-district sources, and the percent of the designated visual arts budget that comes from these sources: Academic year 1999–2000



NOTE: Percentages are based on the 87 percent of public elementary schools that reported instruction in visual arts during the regular school day in fall 1999.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 1999," FRSS 67.

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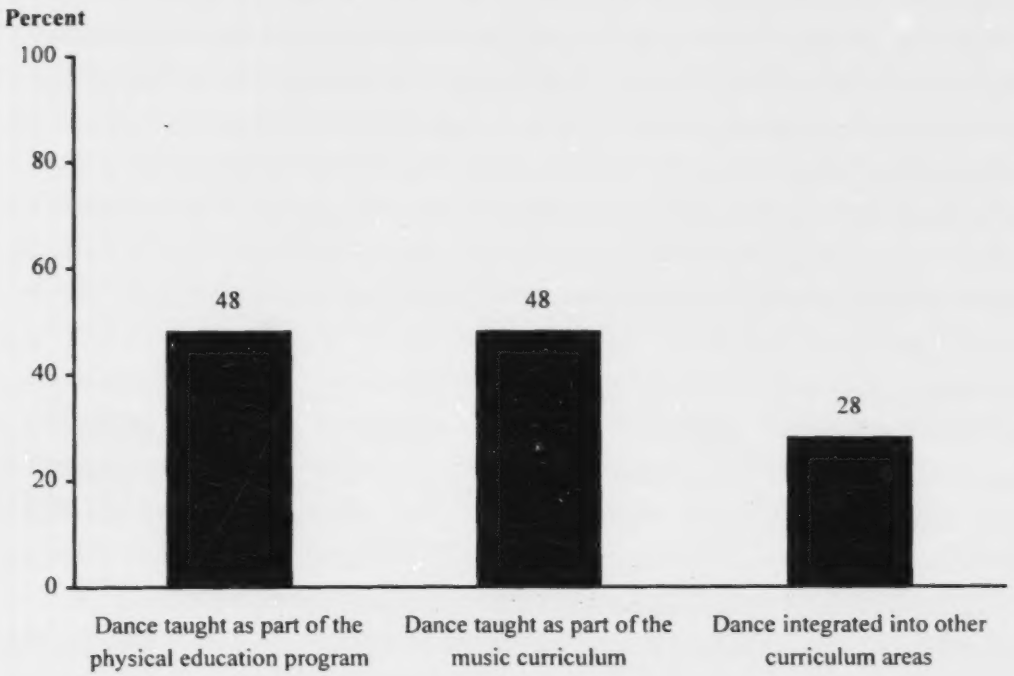
Characteristics of Dance Instruction

While most public elementary schools reported that a typical student received instruction in music and visual arts in 1999–2000, fewer reported the same with respect to dance. One-fifth (20 percent) of public elementary schools reported that a typical student received instruction designated specifically for dance during the regular school day (see figure 1). However, students could also learn dance in the context of other subject areas, such as physical education or music. The elementary school survey results reveal that in 1999–2000, about half of all public elementary schools (48 percent) incorporated dance or creative movement into their physical education programs (figure 10). Dance was also taught as part of the music curriculum in 48 percent of elementary schools. In 28 percent of elementary schools, dance was integrated into other, unspecified, areas of the curriculum.

Figure 10.—Percent of public elementary schools indicating various methods of incorporating dance or creative movement into other curriculum areas: Academic year 1999–2000



NOTE: Respondents could report more than one method of including dance in their program of study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 1999," FRSS 67.

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Of the schools offering instruction designated specifically for dance, 77 percent reported that students received instruction less than once a week, and 21 percent reported that they received it once or twice a week (table 13).[9] The average dance class lasted 37 minutes. About one-third (37 percent) of the schools that offered dance indicated that it was provided for the entire school year. Fourteen percent reported that students received dance for one-quarter of the year, and 37 percent indicated that it was provided for less than one-quarter of the school year.

Table 13.—Percent of public elementary schools offering instruction in dance and drama/theatre, by various program characteristics: Academic year 1999–2000

Program characteristic	Dance	Drama/theatre
Frequency of instruction		
3 or more times a week	1	7
1 or 2 times a week	21	14
Less than once a week	77	79
Mean number of minutes per class	37	39
Portion of the school year instruction is offered		
Entire school year	37	35
Half the school year	4	5
One-quarter of the year	14	11
Less than one-quarter of the school year	37	33
Other	8	15
Teachers[1]		
Full-time, certified specialist	24	16
Part-time, certified specialist	14	9
Classroom teacher	41	62
Artist-in-residence	15	15
Other[2]	20	17
Space used for instruction		
Dedicated room, with special equipment	14	13
Dedicated room, no special equipment	4	8
Gymnasium, auditorium, or cafeteria	58	30
Regular classrooms only	22	48
District written curriculum guide in the subject available	49	36
Curriculum guide based on state standards or the National Standards for Arts Education[3]		
Yes	75	87
No	6	4
Don't know	20	9
Funds from non-district sources available for instruction	26	29
Percent of program budget coming from non-district sources[4]		
10 percent or less	(#)	36
11 to 50 percent	(#)	36
More than 50 percent	(#)	28

#Too few cases for a reliable estimate.

[1]Percentages may sum to more than 100 because respondents could select more than one type of instructor.

[2]This category combines responses to two separate survey questions about whether each subject was taught by "other faculty members" and by "volunteers."

[3]Based on schools that offered instruction in dance or drama/theatre and reported using a written curriculum guide.

[4]Based on schools that offered dance or drama/theatre and reported non-district funding for these subjects.

NOTE: Percentages are based on the percent of public elementary schools that offered instruction in the subject during the regular school day in fall 1999 (dance, 20 percent; drama/theatre,19 percent). Percentages (where applicable) may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 1999," FRSS 67.

[9] Since relatively few schools offered instruction designated specifically for dance, findings in this section will not be presented by school characteristics.

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Dance teachers. In the 20 percent of public elementary schools that offered dance instruction, 24 percent employed full-time certified specialists to teach the subject, and 14 percent had part-time specialists (table 13). In 41 percent of schools that offered dance, classroom teachers provided the instruction. Fifteen percent of schools relied on artists-in-residence for dance instruction, and 20 percent of schools employed other faculty members or volunteers to teach dance.

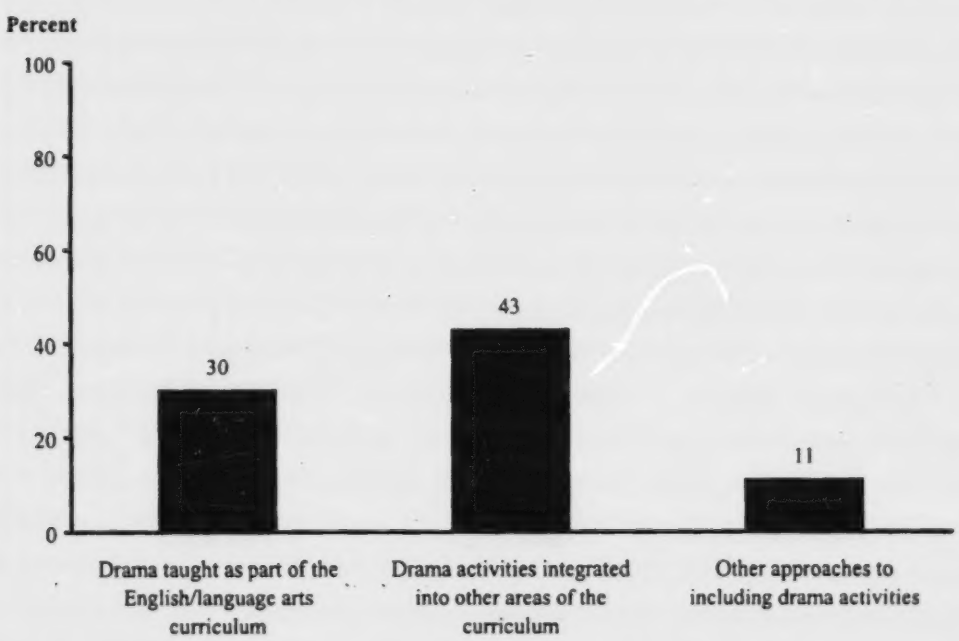
Space for dance instruction. In schools where dance was offered, 14 percent reported a dedicated room with special equipment for teaching dance, and another 4 percent reported a dedicated room with no special equipment (table 13). Fifty-eight percent of schools indicated that dance was taught in a gym, auditorium, or cafeteria, and 22 percent of schools taught dance in regular classrooms.

Written curriculum guide for dance. About half (49 percent) of the public elementary schools that offered dance instruction reported that their district had a written curriculum guide in the subject (table 13). In 75 percent of these schools, the guide was aligned with their states' standards or the National Standards for Arts Education, although 20 percent of prinoipals did not know if this was the case. Seventy-five percent indicated that the dance curriculum guide had been created or updated in the last 5 years (not shown in tables).

Characteristics of Drama/Theatre Instruction

About one-fifth (19 percent) of all public elementary schools reported that a typical student received instruction designated specifically for drama/theatre during the regular school day in 1999–2000 (see figure 1). However, students also learned drama/theatre in the context of other subject areas, such as English/language arts. The elementary school survey showed that almost one-third of regular public elementary schools (30 percent) incorporated drama/theatre into the language arts curriculum (figure 11). In 43 percent of elementary schools, drama/theatre was integrated into other, unspecified, areas of the curriculum.

Figure 11.—Percent of public elementary schools indicating various methods of incorporating drama/theatre into other curriculum areas: Academic year 1999–2000



NOTE: Respondents could report more than one method of including drama/theatre in their program of study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 1999," FRSS 67.

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Of the schools offering drama/theatre, 79 percent reported that students received drama/theatre instruction less than once a week, and 14 percent reported that they received it once or twice a week (table 13).[10] The average drama/theatre class lasted 39 minutes. About one-third (35 percent) of the schools that offered drama/theatre indicated that it was provided during the entire school year. Another 11 percent indicated that it was provided for one-quarter of the school year, and 33 percent reported that students received instruction in drama/theatre for less than one-quarter of the year.

Drama/theatre teachers. Sixteen percent of the elementary schools that offered instruction in drama/theatre employed full-time certified specialists to teach the subject, and 9 percent had part-time specialists (table 13). Regular classroom teachers taught drama/theatre in 62 percent of schools. Fifteen percent of schools relied on artists-in-residence, and other faculty members or volunteers were responsible for drama/theatre instruction in 17 percent of schools.

Space for drama/theatre instruction. In schools where drama/theatre was offered, 13 percent had a dedicated room with special equipment for teaching drama/theatre, and another 8 percent had a dedicated room with no special equipment (table 13). Forty-eight percent indicated that dance was taught in regular classrooms only, and 30 percent of schools used a gym, auditorium, or cafeteria.

Written curriculum guide for drama/theatre. About one-third (36 percent) of the elementary schools that offered instruction in drama/theatre reported that their district had a written curriculum guide in the subject (table 13). In 87 percent of these schools, the guide was aligned with their states' standards or the National Standards for Arts Education; 9 percent of principals indicated that they did not know if this was the case. Eighty-two percent indicated that the drama/theatre curriculum guide had been created or updated in the last 5 years (not shown in tables).

Outside funding of drama/theatre programs. In schools with drama/theatre programs, 29 percent received funding from non-district sources to support their programs (table 13). Of those schools that received non-district funding, 36 percent reported that 10 percent or less of the drama/theatre budget came from these sources. Another 36 percent reported that between 11 and 50 percent of their drama/theatre budget came from non-district funds, and 28 percent reported that more than 50 percent of their budget came from non-district funding.

Supplemental Arts-Related Activities in Public Elementary Schools

To derive a more complete picture of how public elementary schools included the arts in their approach to education in 1999–2000, it is important to take into account other aspects of their programs that could enhance arts instruction. For example, what kinds of supplemental activities, such as field trips to art museums or galleries or to arts performances, are sponsored? Do schools support visiting artists or artists-in-residence? Do schools provide or sponsor after-school activities for students that incorporate the arts? How do schools fund these kinds of programs? The elementary school arts education survey included several questions that addressed various ways that public elementary schools augment the arts curricula that are offered.

Availability of Supplemental Programs and Activities

Supplemental programs and activities refer to arts-related experiences that go beyond regular course offerings and provide students alternative opportunities to experience the arts first hand. Examples include field trips to arts performances, art galleries, and museums. Visiting artists and artists-in-residence can also expose students to different art forms that they may not have experienced in the school curriculum.

Field trips. Field trips can be scheduled at any time during the school year, as can visits from performing artists. Therefore, rather than asking principals in 1999–2000 to project the kinds of arts-related programs and activities that would be taking place during the upcoming year, they were

[10] As with dance, since relatively few schools offered drama/theatre instruction compared with music and visual arts, only national findings are presented in this section.

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asked to report on those that had actually taken place during the previous school year, 1998–99.

About three-quarters of public elementary schools (77 percent) reported that they had sponsored field trips to arts performances during the 1998–99 school year (table 14). Field trips to arts performances were sponsored by small schools less frequently than by large schools (67 percent versus 86 percent). Field trips to art galleries or museums were sponsored by 65 percent of elementary schools.

Visiting artists. Visiting artists and artists-in-residence (sometimes called artists-in-the-schools) are other ways that schools can give students varying degrees of engagement with the arts. For the purposes of this survey, visiting artists were defined as performing artists who visit schools to perform, demonstrate, or teach students for a period of 1 week or less. Artists-in-residence are performing or visual artists who visit a school for an extended period (more than 1 week) for the purposes of teaching artistic techniques and concepts, conducting inservice teacher training, and/or consulting in the development of curricula.

Thirty-eight percent of public elementary schools reported that they had at least one visiting artist during the 1998–99 school year (table 14). In the schools that had visiting artists, the mean number per school was 3.3 (not shown in tables). The percentage of public elementary schools that sponsored at least one artist-in-residence during 1998–99 was 22 percent. In the schools that sponsored artists-in-residence, the mean number per school was 2.1 (not shown in tables).

Table 14.—Percent of public elementary schools that sponsored various supplemental arts education programs, by school characteristics: Academic year 1998–99

School characteristic	Field trips to arts performances	Field trips to art galleries or museums	Visiting artist(s)	Artist(s)-in-residence	After-school activities that incorporate the arts
All public elementary schools	77	65	38	22	51
School enrollment size					
Less than 300	67	60	32	18	40
300 to 599	79	65	40	21	51
600 or more	86	70	41	28	65
Locale					
City	87	74	45	30	54
Urban fringe	83	69	39	23	57
Town	63	52	30	16	48
Rural	65	53	32	14	41
Region					
Northeast	79	73	47	31	60
Southeast	82	57	37	17	42
Central	74	61	35	23	47
West	77	67	34	19	55
Percent minority enrollment					
5 percent or less	70	58	33	17	45
6 to 20 percent	79	69	39	25	56
21 to 50 percent	87	64	40	22	53
More than 50 percent	75	68	38	24	52
Percent of students eligible for free or reduced-price lunch					
Less than 35	79	71	41	26	55
35 to 49 percent	82	62	34	17	50
50 to 74 percent	79	56	40	20	45
75 percent or more	72	65	35	21	50

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 1999," FRSS 67.

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After-school activities. Other avenues to expanding students' arts experiences are through enrichment options that go beyond the regular school day or the school's own arts curriculum. About half (51 percent) of public elementary schools reported that they provided or sponsored after-school activities that incorporate the arts (table 14).[11] Large schools were more likely than small schools (65 percent versus 40 percent), and schools in the Northeast were more likely than those in the Southeast to sponsor after-school activities that incorporate the arts during the 1998–99 school year (60 percent versus 42 percent).

Funding Supplemental Programs and Activities

Funding is essential to maintaining or expanding schools' arts programs, and influences whether or not schools can offer students field trips or support supplemental programs such as visiting artists. Elementary school principals were asked to indicate among four different funding sources which were used to support the supplemental arts programs and activities discussed above. The sources included state or local arts agencies, state or federal education grants, general school or district funds, and parent groups.

The primary source of funding for field trips to art galleries or museums, arts performances, and artists-in-residence was general school or district funds (table 15). Specifically, 63 percent of public elementary schools that sponsored field trips to arts performances used general school or district funds, as did 65 percent of schools that sponsored field trips to art galleries or museums. In schools that sponsored artists-in-residence, 55 percent used general school or district funds.[12]

Table 15.—Percent of public elementary schools that used various funding sources for supplemental arts education programs: Academic year 1998–99

Supplemental arts program	Percent sponsoring program	Source of funding*			
		General school or district funds	Parent groups	State or local arts agency	State or federal education grant
Field trips to arts performances	77	63	44	17	7
Field trips to art galleries or museums	65	65	42	13	6
Visiting artist(s)	38	44	48	30	17
Artist(s)-in-residence	22	55	43	34	22

*Percentages are based on the percent of public elementary schools that sponsored each program. Percentages sum to more than 100 because respondents could select more than one category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 1999," FRSS 67.

[11] All sampled elementary schools are included, not just those with established arts programs.

[12] Artists-in-residence were as likely to be supported by funds from parent groups as by general school or district funds. Although the difference between estimates appears large (43 percent versus 55 percent), it is not statistically significant because the estimates have relatively large standard errors (5.3 and 5.1, respectively).

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Parent groups also were supporters of arts-related field trips, visiting artists, and artists-in-residence. Forty-four percent of public elementary schools that reported field trips to arts performances, and 42 percent of schools that reported field trips to art galleries or museums, indicated using funds from parent groups to pay for these activities. Visiting artist programs received support from parent groups in 48 percent of schools that sponsored them, and artist-in-residence programs received support from parent groups in 43 percent of schools. Elementary schools also used funding from state or local arts agencies to support artists-in-residence (34 percent), visiting artists (30 percent), field trips to arts performances (17 percent) and field trips to art galleries and museums (13 percent). State or federal education grants also were used by elementary schools to fund these kinds of programs, from 7 percent using such grants for field trips to arts performances, to 22 percent using them for artists-in-residence.

Administrative Support for Arts Education in Public Elementary Schools

The elementary school survey included several questions to address the extent to which arts education received administrative support during the 1998–99 school year. For example, is arts education included in any mission statements or school improvement plans? Are schools undertaking reform initiatives related to arts education? To what extent are arts specialists included on site-based management teams or in decision-making about how arts programs are staffed, structured, or funded? Do arts programs and specialists receive the same kind of evaluation as other curriculum areas in the school? Is there a district-level coordinator responsible for the arts programs offered? Finally, to what extent do school administrators, non-arts staff members, and parents view the arts as essential to a high-quality education? All principals to the elementary school survey answered these questions, whether or not they reported offering specific instruction in any of the arts areas discussed previously.[13]

Mission Statements, School Goals, and Arts Reform

Schools often prepare mission statements, yearly goals, or school improvement plans to identify topics or reforms on which they intend to focus for a given period of time. The issues addressed in these documents reveal where schools intend to expend time, energy, and resources. While inclusion of arts education in a school's yearly goals does not reflect the extent to which the school is focusing on the arts, it does suggest that the arts are important enough to be included in these goals along with other academic subjects. Thus, inclusion of arts education in documents such as these is an indicator of the status of the arts in schools. Results of the elementary school survey show that 45 percent of all schools included the arts in their mission statements or school improvement plans (table 16).

Thirty-eight percent of elementary schools had undertaken a school reform initiative related to arts education or the integration of the arts with other academic subjects. Small schools were less likely than large schools to report any kind of arts reform (30 percent versus 46 percent). Also, schools in the Northeast and Southeast were more likely to report arts reform than schools in the Central and Western regions of the country (50 and 48 percent versus 30 and 32 percent).

[13]Of the 640 elementary schools surveyed, 10 (or 2 percent) did not offer any instruction in music, visual arts, dance, or drama/theatre. In addition, of the 640 schools, 16 (or 3 percent) did not have any full- or part-time specialists to teach music, visual arts, dance, or drama/theatre.

Table 16.—Percent of public elementary schools in which arts education was included in the mission statement or school improvement plan, or that were engaged in some reform initiative involving the arts, by school characteristics: Academic year 1999–2000

School characteristic	Arts education included in mission statement or school improvement plan	School reform initiatives related to arts education or the integration of the arts with other academic subjects
All public elementary schools	45	38
School enrollment size		
Less than 300	36	30
300 to 599	48	39
600 or more	50	46
Locale		
City	48	45
Urban fringe	48	41
Town	42	28
Rural	40	31
Region		
Northeast	54	50
Southeast	54	48
Central	40	30
West	39	32
Percent minority enrollment		
5 percent or less	42	32
6 to 20 percent	43	35
21 to 50 percent	50	46
More than 50 percent	47	42
Percent of students eligible for free or reduced-price lunch		
Less than 35	48	39
35 to 49 percent	43	35
50 to 74 percent	37	34
75 percent or more	52	44

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 1999," FRSS 67.

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Status of Arts Specialists and Programs in Public Elementary Schools

Another way to view the status of arts in schools is to look at the position of arts specialists within the school staff. Survey results indicate that arts specialists were generally included in selected management aspects of public elementary schools. For example, in 1999–2000, 58 percent of all elementary schools indicated that arts specialists were included in site-based management or school improvement teams, and/or leadership councils (table 17). However, small schools (42 percent) were less likely than moderate-size schools (64 percent) or large schools (65 percent) to include arts specialists on these management teams. Fewer schools in the West reported that this took place compared with schools in the other three regions of the country (36 percent versus 63 to 76 percent). In addition, schools with the highest poverty concentration were less likely to have arts specialists participating in this aspect of school administration than schools with the lowest concentration of poverty (46 percent versus 66 percent).

Schools were also asked to indicate whether arts specialists had input in decisions about three aspects of their schools' arts education program: curriculum offerings, allocation of arts funding, and staff hiring. About two-thirds (67 percent) of public elementary schools reported that arts specialists had input into the arts curriculum that was offered, compared to 55 percent who reported

Table 17.—Percent of public elementary schools indicating that arts specialists have input in selected management issues related to arts instruction, by school characteristics: Academic year 1999–2000

School characteristic	Site-based management/ school improvement teams; leadership councils	Arts curriculum offered	Allocation of arts funds	Hiring of arts staff
All public elementary schools	58	67	55	34
School enrollment size				
Less than 300	42	61	47	28
300 to 599	64	71	58	34
600 or more	65	67	57	38
Locale				
City	64	66	56	34
Urban fringe	64	73	60	38
Town	54	60	46	30
Rural	45	64	50	29
Region				
Northeast	76	86	68	47
Southeast	63	60	57	21
Central	68	76	57	38
West	36	52	43	30
Percent minority enrollment				
5 percent or less	61	74	59	38
6 to 20 percent	69	76	63	47
21 to 50 percent	55	67	58	25
More than 50 percent	50	54	41	24
Percent of students eligible for free or reduced-price lunch				
Less than 35	66	75	62	43
35 to 49 percent	61	69	55	28
50 to 74 percent	54	64	54	30
75 percent or more	46	50	40	21

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 1999," FRSS 67.

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that arts specialists provided input into decisions about the allocation of arts funds. Fewer public elementary schools (34 percent) indicated that arts specialists had input in decisions about hiring arts staff and use of arts funds. As was the case for participation in management teams, schools with the highest poverty concentration were less likely to report input from arts specialists in all three areas compared with schools with the lowest poverty concentration. Finally, schools with the highest minority enrollment were less likely to report input from arts specialists into the arts curriculum offered and allocation of arts funds than schools with less than 20 percent or less minority enrollment.

About three-quarters of public elementary schools (77 percent) reported that arts specialists received the same kind of performance evaluation as teachers in other instructional programs at their schools (table 18). Seventy-two percent of schools reported evaluating the arts program in the same manner as they evaluated other instructional programs. Seventeen percent of schools reported that they conducted standardized or district-wide assessments of student performance and achievement in the arts. For each of these types of evaluation or assessment, schools in the West were less likely to report that they were used compared with schools in the other three regions of the country.

Table 18.—Percent of public elementary schools indicating various ways that arts programs and instruction are assessed, and the presence of a district-level arts coordinator, by school characteristics: Academic year 1999–2000

School characteristic	Principal evaluates arts teachers in the same way other teachers are evaluated	Principal evaluates the arts program in the same way other programs are evaluated	School conducts standardized assessment of student achievement in the arts	District has specialist or coordinator who is responsible for the arts programs offered
All public elementary schools	77	72	17	56
School enrollment size				
Less than 300	68	63	14	42
300 to 599	82	77	19	60
600 or more	76	72	15	65
Locale				
City	78	75	21	78
Urban fringe	80	75	15	65
Town	75	65	17	31
Rural	71	68	14	30
Region				
Northeast	90	87	18	67
Southeast	77	72	19	61
Central	88	85	24	53
West	58	52	8	49
Percent minority enrollment				
5 percent or less	82	80	18	46
6 to 20 percent	86	77	19	63
21 to 50 percent	69	71	15	58
More than 50 percent	69	61	14	61
Percent of students eligible for free or reduced-price lunch				
Less than 35	85	80	19	61
35 to 49 percent	78	74	17	53
50 to 74 percent	70	64	14	53
75 percent or more	64	62	16	55

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 1999," FRSS 67.

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Fifty-six percent of schools had a curriculum specialist or program coordinator at the district level who was responsible for the arts programs in their school (table 18). Small schools were less likely to have a district specialist or program coordinator than moderate-size or large schools (42 percent versus 60 and 65 percent, respectively). Schools in cities (78 percent) and the urban fringe (65 percent) were more likely than schools in towns (31 percent) and rural schools (30 percent) to have a district-level curriculum specialist or program coordinator, and schools in the West (49 percent) were less likely than schools in the Northeast (67 percent) to have one. In addition, schools with 5 percent or less minority enrollment were less likely to have a specialist or coordinator than schools with 6 to 20 percent and more than 50 percent minority enrollments (46 percent versus 63 and 61 percent).[14]

Perceived status of arts education among administrators, other teachers, and parents. The survey also asked principals their perceptions on the extent to which administrators, non-arts teachers, and parents at their schools considered the arts an essential part of a high-quality education.[15] Response choices included "not at all," "to a small extent," "to a moderate extent," "to a great extent," and "cannot judge." About two-thirds of all school principals (67 percent) believed the administrators at their schools (presumably including themselves) considered the arts essential to a great extent, and 25 percent believed that administrators considered the arts essential to a moderate extent (table 19). Significantly fewer principals in the West expressed the belief that administrators considered the arts essential to a great extent compared with administrators in the Northeast (59 percent versus 82 percent). The arts were considered essential to a great extent by non-arts teaching staff and by parents, according to 47 percent and 39 percent of principals, respectively. Forty-four percent of principals reported that non-arts teaching staff and parents considered arts essential to a moderate extent.

Findings indicate that according to principals, parents of students in small schools were less likely to consider the arts essential to a great extent than parents of students in moderate-size and large schools (25 percent versus 44 percent). In addition, urban fringe schools were more likely than schools in towns or rural areas (49 percent versus 21 and 31 percent), and schools in cities were more likely than those in towns (40 percent versus 21 percent) to report that parents consider the arts essential to a great extent with respect to their children's education.

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[14]Although the percentage difference between the lowest percent minority enrollment category (46 percent) and the highest percent minority enrollment category (61 percent) appears large, this difference was not statistically significant, due to high standard errors.

[15]It should be kept in mind that asking respondents about the beliefs of others is subject to a certain degree of subjectivity, and thus the results represent the perspective of school principals, but do not necessarily reflect the actual views of (other) administrators, teachers, and parents.

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Table 19.—Percent of public elementary school principals indicating the extent to which they believe individuals at the school and parents consider the arts an essential part of a high-quality education, by school characteristics: Academic year 1999–2000

School characteristic	Administrators		Non-arts teaching staff		Parents	
	Great extent	Moderate extent	Great extent	Moderate extent	Great extent	Moderate extent
All public elementary schools	67	25	47	44	39	44
School enrollment size						
Less than 300	58	29	42	44	25	48
300 to 599	70	25	49	43	44	42
600 or more	73	22	49	44	44	42
Locale						
City	69	23	48	43	40	44
Urban fringe	73	23	53	41	49	42
Town	60	28	33	54	21	49
Rural	61	30	46	43	31	43
Region						
Northeast	82	15	56	41	49	40
Southeast	70	26	42	45	36	46
Central	65	26	49	42	33	47
West	59	31	44	46	38	42
Percent minority enrollment						
5 percent or less	70	23	51	42	35	42
6 to 20 percent	71	23	51	45	46	42
21 to 50 percent	66	28	50	41	48	38
More than 50 percent	64	28	39	47	28	52
Percent of students eligible for free or reduced-price lunch						
Less than 35	73	19	54	41	50	40
35 to 49 percent	73	23	49	45	39	45
50 to 74 percent	59	35	38	50	26	50
75 percent or more	60	28	40	44	29	47

NOTE: Other response categories included "not at all," "small extent," and "cannot judge." Results for these responses are not presented.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 1999," FRSS 67.

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3. ARTS EDUCATION IN PUBLIC SECONDARY SCHOOLS

Highlights

- Music and visual arts instruction were offered in most of the nation's public secondary schools (90 and 93 percent, respectively) in 1999–2000. Dance and drama/theatre instruction were less commonly offered within secondary schools (14 and 48 percent, respectively).
- Most public secondary schools that offered music, visual arts, dance, and drama/theatre employed full-time specialists to teach these subjects, with 91 percent reporting one or more full-time music specialists, 94 percent reporting one or more full-time visual arts specialists, 77 percent reporting one or more full-time dance specialists, and 84 percent reporting one or more full-time drama/theatre specialists.
- In 1999–2000, 91 percent of public secondary schools that offered music instruction had dedicated music rooms with special equipment for teaching the subject, and 87 percent of those with visual arts instruction had dedicated art rooms with special equipment. Of the schools that offered dance, 41 percent provided dedicated dance spaces with special equipment, and of those that offered drama/theatre, 53 percent provided dedicated theatre spaces with special equipment.
- Field trips to arts performances were sponsored by 69 percent of regular public secondary schools during the 1998–99 school year, and 68 percent sponsored field trips to art galleries or museums. Thirty-four percent of secondary schools sponsored visiting artists, 18 percent sponsored artists-in-residence, and 73 percent sponsored after-school activities in the arts during the 1998–99 school year.

Availability and Characteristics of Arts Education Programs in Public Secondary Schools

In secondary schools, arts education is typically provided through elective courses that are taught by arts teachers or specialists. Therefore, the secondary school survey differed from the elementary school survey in the kinds of information it requested. In order to determine the availability of arts education in public secondary schools, principals were asked a series of questions about their schools' programs in music, visual arts, dance, and drama/theatre. The first question addressed whether each arts subject was taught at the school during the regular school day. If so, principals were asked to provide further details on their instructional programs, such as the number of different courses offered in the subject, the number of full- and part-time teachers on staff who taught courses in the subject, and the type of space in which the subject was taught. As in the elementary school survey, principals were also asked if the district provided a written curriculum guide in the subject and whether the school received monies from non-district sources to assist in funding the arts programs. The secondary school survey also included a set of questions that allowed principals to describe ways in which creative writing was taught and incorporated into the curriculum. This was included to determine whether creative writing was considered a program of instruction that emphasized writing as an art form, separate from how it is taught or used in English courses or other curriculum areas.

Availability of Arts Education Programs

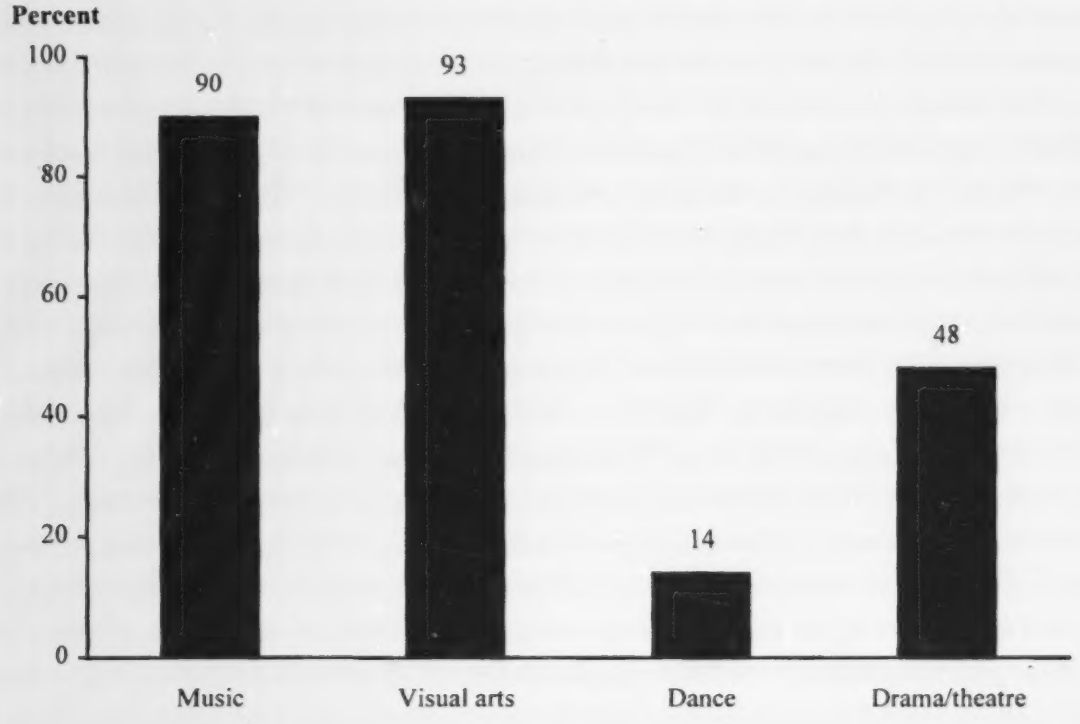
Most public secondary schools offered instruction in music, with 90 percent of all schools reporting that it was offered during the regular school day in 1999–2000 (figure 12 and table 20). Visual arts

instruction was also offered in most secondary schools (93 percent). Fewer secondary schools (48 percent) reported that drama/theatre was taught during the regular school day, and dance was offered in even fewer secondary schools (14 percent). The percentages of schools that offered each of these arts subjects are presented in table 20, by various school characteristics. In general, large schools were more likely than small ones to offer instruction in each subject, but these differences were especially noticeable for dance and drama/theatre. Four percent of small schools reported instruction in dance, compared with 32 percent of large schools. Similarly, 30 percent of small schools had instruction in drama/theatre, compared with 75 percent of large schools. Differences in arts offerings by other school characteristics will be discussed for each subject in the sections that follow.

Characteristics of Music Instruction

Despite the overall prevalence of music instruction in public secondary schools, large schools were more likely than small schools to offer instruction in music (95 percent versus 84 percent) (table 20). The percentage of secondary schools offering music instruction did not vary by other school characteristics.

Figure 12.—Percent of public secondary schools offering music, visual arts, dance, and drama/theatre instruction: Academic year 1999–2000



SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 1999," FRSS 67.

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Table 20.—Percent of public secondary schools offering instruction in various arts subjects, by school characteristics: Academic year 1999–2000

School characteristic	Music	Visual arts	Dance	Drama/theatre
All public secondary schools	90	93	14	48
School enrollment size				
Less than 400	84	84	4	30
400 to 999	92	95	11	46
1,000 or more	95	98	32	75
Locale				
City	90	96	22	50
Urban fringe	94	96	17	58
Town	89	91	13	50
Rural	87	87	6	37
Region				
Northeast	93	98	13	38
Southeast	84	87	13	53
Central	92	95	6	40
West	90	91	23	58
Percent minority enrollment				
5 percent or less	90	94	9	39
6 to 20 percent	93	92	13	57
21 to 50 percent	92	97	17	56
More than 50 percent	87	88	21	46
Percent of students eligible for free or reduced-price lunch				
Less than 35 percent	92	96	16	53
35 to 49 percent	92	93	11	48
50 to 74 percent	89	85	12	38
75 percent or more	89	85	13	36

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 1999," FRSS 67.

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Number of music courses offered. Principals at schools that offered music instruction were asked to report the number of music courses that were taught during the 1998–99 school year. Thirty-one percent of public secondary schools that offered music instruction taught one or two courses, 26 percent taught three or four courses, 18 percent taught five or six courses, and 26 percent taught more than six music courses (table 21). Large schools were more likely than moderate-size or small schools to offer more than six courses in music (48 percent versus 24 and 9 percent). Schools in cities and urban fringe areas were more likely than rural schools to offer more than six courses (38 and 33 percent versus 11 percent).

Table 21.—Percentage distribution of public secondary schools offering music instruction, according to the number of different music courses taught, by school characteristics: Academic year 1998–99

School characteristic	1 or 2 courses	3 or 4 courses	5 or 6 courses	More than 6 courses
All public secondary schools	31	26	18	26
School enrollment size				
Less than 400	54	29	8	9
400 to 999	26	29	20	24
1,000 or more	11	18	23	48
Locale				
City	17	32	13	38
Urban fringe	21	23	23	33
Town	28	31	19	23
Rural	52	23	14	11
Region				
Northeast	22	28	22	28
Southeast	29	25	17	29
Central	32	25	20	23
West	35	27	13	25
Percent minority enrollment				
5 percent or less	34	30	18	18
6 to 20 percent	29	17	18	36
21 to 50 percent	29	23	15	32
More than 50 percent	29	33	20	19
Percent of students eligible for free or reduced-price lunch				
Less than 35 percent	25	28	17	31
35 to 49 percent	41	26	13	20
50 to 74 percent	43	23	20	14
75 percent or more	30	30	23	18

NOTE: Percentages are based on the 90 percent of public secondary schools that reported offering instruction in music in fall 1999. Row percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 1999," FRSS 67.

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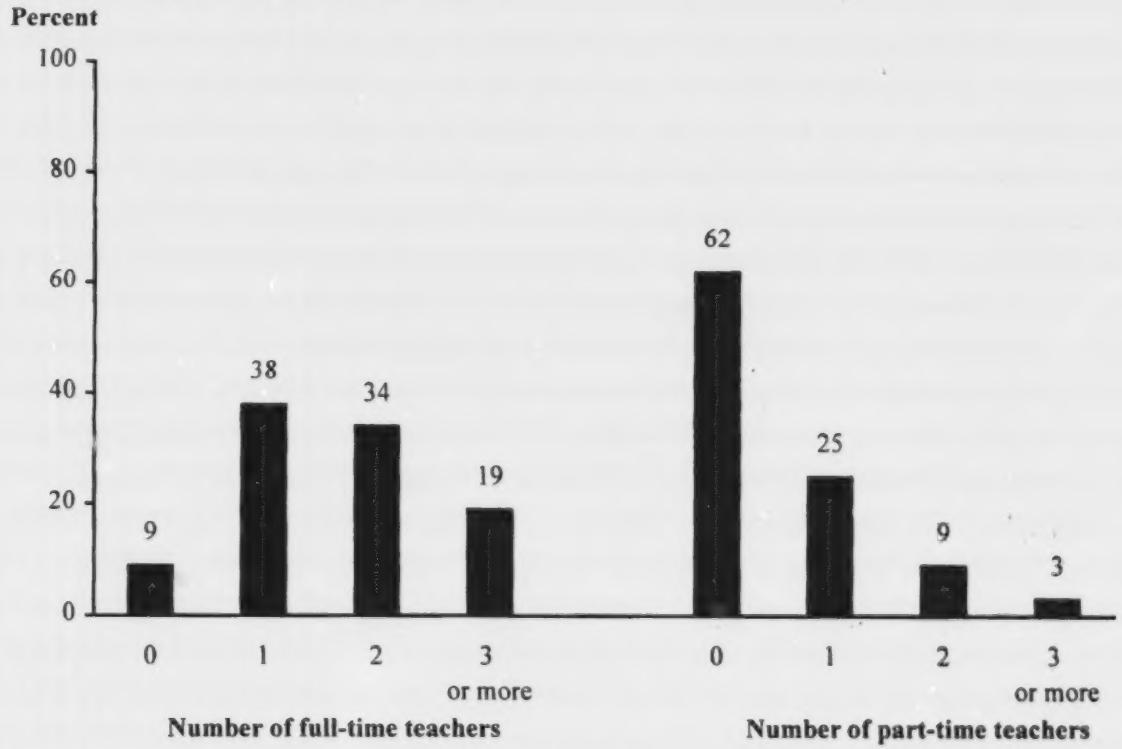
Number of music teachers on staff. Principals were asked to report the number of full-time and part-time teachers who taught music courses during the 1998–99 school year. Principals were instructed to consider any itinerant teachers as part-time staff, even if these teachers were full-time employees of the district. Overall, most public secondary schools that offered music had at least one full-time music teacher on staff who taught courses in the subject, with 38 percent of schools reporting one full-time teacher, 34 percent reporting two full-time teachers, and 19 percent reporting three or more (figure 13). Sixty-two percent of public secondary schools that offered music reported no part-time teachers on staff who taught courses in the subject. Twenty-five percent of secondary schools reported one part-time teacher who taught courses in music, 9 percent reported two part-time teachers, and 3 percent reported three or more.

Figure 13.—Percentage distribution of public secondary schools offering music instruction, according to the numbers of full-time and part-time teachers who taught courses in the subject: Academic year 1998–99



NOTE: Percentages are based on the 90 percent of public secondary schools that reported offering instruction in music in fall 1999. Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 1999," FRSS 67.

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The percentage of schools with two or more full-time teachers on staff who taught courses in music varied by locale, geographic region, and poverty concentration (table 22). Schools in cities (65 percent), the urban fringe (65 percent), and towns (59 percent) were more likely than rural schools (30 percent) to have two or more full-time teachers. Schools in the Northeast were more likely to have two or more full-time teachers on staff than schools in the West (71 percent versus 43 percent). Also, schools with the lowest concentration of poverty were more likely than those with 50 to 74 percent concentration of poverty to have two or more full-time teachers on staff who taught courses in music (60 percent versus 40 percent).[16]

Table 22.—Percent of public secondary schools offering music instruction and reporting two or more full-time teachers on staff who taught music courses, by school characteristics: Academic year 1998–99

School characteristic	Two or more full-time music teachers*
All public secondary schools	53
School enrollment size	
Less than 400	25
400 to 999	59
1,000 or more	73
Locale	
City	65
Urban fringe	65
Town	59
Rural	30
Region	
Northeast	71
Southeast	55
Central	52
West	43
Percent minority enrollment	
5 percent or less	46
6 to 20 percent	60
21 to 50 percent	62
More than 50 percent	49
Percent of students eligible for free or reduced-price lunch	
Less than 35 percent	60
35 to 49 percent	46
50 to 74 percent	40
75 percent or more	40

*Full-time teachers that taught courses in music (e.g., band) were not necessarily full-time music teachers.

NOTE: Percentages are based on the 90 percent of public secondary schools that reported offering instruction in music in fall 1999.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 1999," FRSS 67.

[16] Although the percentage difference between the lowest poverty category (60 percent) and the highest poverty category (40 percent) appears large, this difference was not statistically significant, due to high standard errors.

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Space for music instruction. Overall, most public secondary schools that offered music had a dedicated room with special equipment for teaching music (91 percent) (table 23). The percentage of schools that had a dedicated room with special equipment showed no clear patterns by school characteristics, with little measurable variation.

Table 23.—Percentage distribution of public secondary schools offering music instruction, according to the space used for teaching the subject, by school characteristics: Academic year 1999–2000

School characteristic	Dedicated room(s), with special equipment	Dedicated room(s), no special equipment	Gymnasium, auditorium, or cafeteria	Other
All public elementary schools	91	6	2	1
School enrollment size				
Less than 400	91	4	4	1
400 to 999	89	9	1	1
1,000 or more	96	3	1	1
Locale				
City	87	11	1	1
Urban fringe	93	4	1	1
Town	92	6	1	0
Rural	90	5	4	1
Region				
Northeast	92	5	2	1
Southeast	88	8	2	1
Central	94	6	2	0
West	89	7	3	2
Percent minority enrollment				
5 percent or less	93	3	2	1
6 to 20 percent	95	4	1	0
21 to 50 percent	86	10	5	0
More than 50 percent	87	10	0	3
Percent of students eligible for free or reduced-price lunch				
Less than 35 percent	95	3	1	(#)
35 to 49 percent	88	8	3	1
50 to 74 percent	85	11	4	(#)
75 percent or more	76	17	0	7

#Estimate less than 0.5 percent.

NOTE: Percentages are based on the 90 percent of public secondary schools that reported offering instruction in music in fall 1999. Row percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 1999," FRSS 67.

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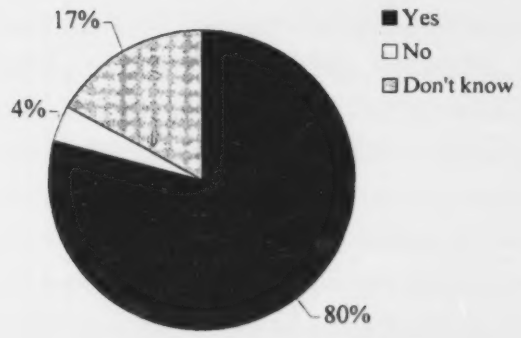
Written curriculum guide for music. Of the secondary schools that offered instruction in music, 86 percent reported that their district had a written curriculum guide in music that the teachers were expected to follow (not shown in tables). Of the schools that had curriculum guides in music, 80 percent indicated that the curriculum guide was aligned with their states' standards or the National Standards for Arts Education (figure 14). However, 17 percent of principals did not know if it was aligned or not. Also, 83 percent indicated that the music curriculum guide had been created or updated in the last 5 years, and 10 percent of principals did not know when the guide had been created (figure 15).

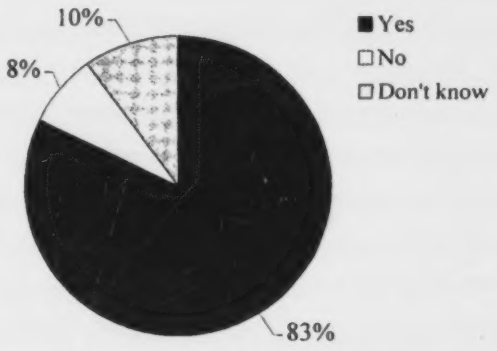
Figure 14.—Percentage distribution of public secondary schools with a written curriculum guide in music, according to whether the guide was aligned with the state's standards or the National Standards for Arts Education: Academic year 1999–2000



NOTE: Percentages are based on the 76 percent of public secondary schools that reported offering instruction in music and that had a district written curriculum guide in music; that is, 90 percent that offered instruction multiplied by 86 percent that had a written curriculum guide. Percentages do not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 1999," FRSS 67.

Figure 15.—Percentage distribution of public secondary schools with a written curriculum guide in music, according to whether the guide was created or updated in the last 5 years: Academic year 1999–2000



NOTE: Percentages are based on the 76 percent of public secondary schools that reported offering instruction in music and that had a district written curriculum guide in music; that is, 90 percent that offered instruction multiplied by 86 percent that had a written curriculum guide. Percentages do not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 1999," FRSS 67.

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Outside funding of music programs. Principals were asked whether their schools received funding from outside (non-district) sources, including (but not limited to) parent groups, booster clubs, or local businesses, to fund their instructional programs in music. If they did, principals were asked to indicate the approximate percentage of the music budget that came from these sources. Unlike public elementary schools that had limited non-district funding of music programs (20 percent), nearly half of public secondary schools (47 percent) received non-district funding for their music programs (table 24). Schools with the highest minority enrollment were less likely to report this kind of funding than schools with the lowest minority enrollment (33 percent versus 56 percent), as were schools with the highest poverty concentration compared with those with less than 35 percent and 35 to 49 percent poverty concentrations (23 percent versus 54 and 47 percent, respectively).

Table 24.—Percent of public secondary schools offering music instruction and receiving funds from non-district sources to fund the music program, by school characteristics: Academic year 1999–2000

School characteristic	Non-district funding
All public secondary schools	47
School enrollment size	
Less than 400	38
400 to 999	47
1,000 or more	58
Locale	
City	47
Urban fringe	49
Town	53
Rural	42
Region	
Northeast	37
Southeast	54
Central	58
West	37
Percent minority enrollment	
5 percent or less	56
6 to 20 percent	47
21 to 50 percent	48
More than 50 percent	33
Percent of students eligible for free or reduced-price lunch	
Less than 35 percent	54
35 to 49 percent	47
50 to 74 percent	37
75 percent or more	23

NOTE: Percentages are based on the 90 percent of public secondary schools that reported offering instruction in music in fall 1999.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 1999," FRSS 67.

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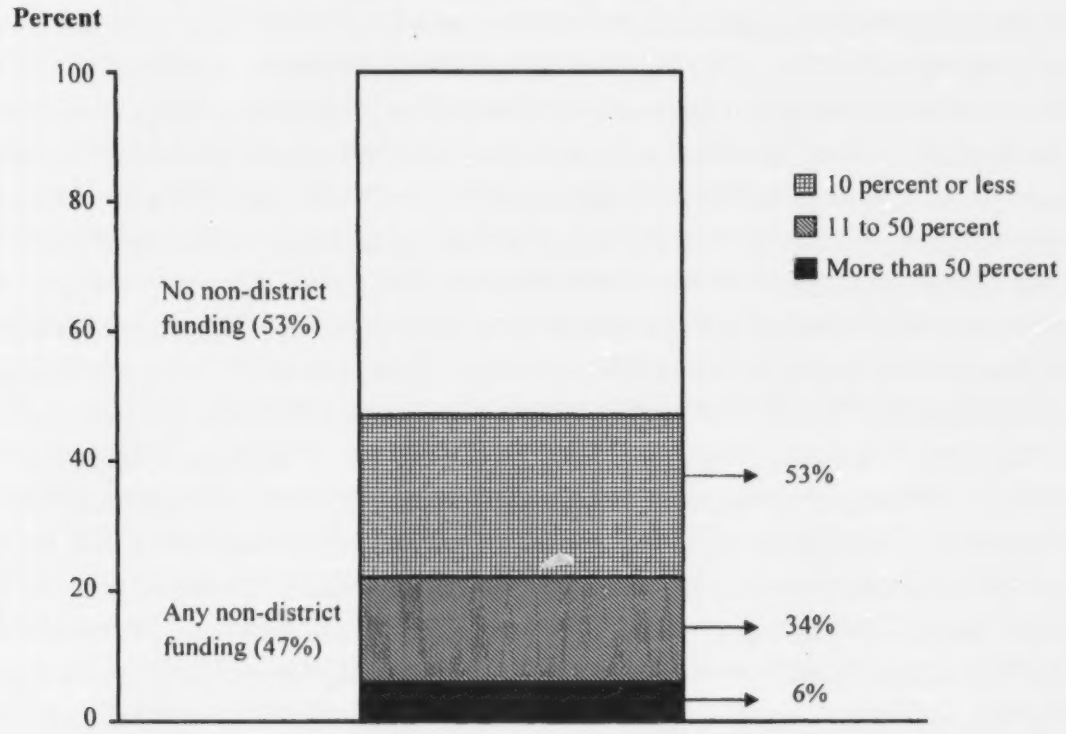
About half (53 percent) of the secondary schools with access to non-district funding reported that 10 percent or less of their music budget came from such sources (figure 16). Another 34 percent reported that between 11 and 50 percent of their music budget was funded in this way, and 13 percent reported that more than 50 percent of their budget was funded from non-district funds.

Characteristics of Visual Arts Instruction

Visual arts instruction, like music instruction, was available at most regular public secondary schools (93 percent) (table 20). Large and moderate-size schools were more likely than small schools to offer instruction in visual arts (98 and 95 percent versus 84 percent).

Figure 16.—Percentage distribution of public secondary schools offering music instruction and receiving funds from non-district sources, by the percent of the designated music budget that came from these sources: Academic year 1999–2000



NOTE: Percentages are based on the 90 percent of public secondary schools that reported instruction in music during the regular school day in fall 1999.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 1999," FRSS 67.

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Number of visual arts courses offered. Principals at schools that offered visual arts were also asked to report the number of courses that were taught during the 1998–99 school year. To summarize the number of visual arts courses offered, 28 percent of public secondary schools that offered visual arts reported that one or two courses were taught, 34 percent reported three or four courses, 20 percent reported five or six courses, and 18 percent reported more than six visual arts courses in their arts curriculum (table 25). Large schools were more likely to offer more than six visual arts courses than moderate-size or small schools (39 percent versus 14 and 6 percent, respectively). Schools in the Northeast were more likely to offer more than six courses compared with schools in the other regions of the country (34 percent versus 8 to 19 percent).

Table 25.—Percentage distribution of public secondary schools offering visual arts instruction, according to the number of different visual arts courses taught, by school characteristics: Academic year 1998–99

School characteristic	1 or 2 courses	3 or 4 courses	5 or 6 courses	More than 6 courses
All public secondary schools	28	34	20	18
School enrollment size				
Less than 400	45	34	15	6
400 to 999	27	38	21	14
1,000 or more	11	25	25	39
Locale				
City	30	34	19	17
Urban fringe	26	28	22	25
Town	24	41	18	17
Rural	31	36	21	13
Region				
Northeast	24	27	15	34
Southeast	27	43	21	8
Central	26	31	23	19
West	33	33	20	14
Percent minority enrollment				
5 percent or less	24	36	23	18
6 to 20 percent	25	29	20	26
21 to 50 percent	30	33	21	15
More than 50 percent	34	36	16	14
Percent of students eligible for free or reduced-price lunch				
Less than 35 percent	24	32	21	23
35 to 49 percent	37	32	21	10
50 to 74 percent	32	39	22	8
75 percent or more	42	33	9	16

NOTE: Percentages are based on the 93 percent of public secondary schools that reported offering instruction in visual arts in fall 1999. Row percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 1999," FRSS 67.

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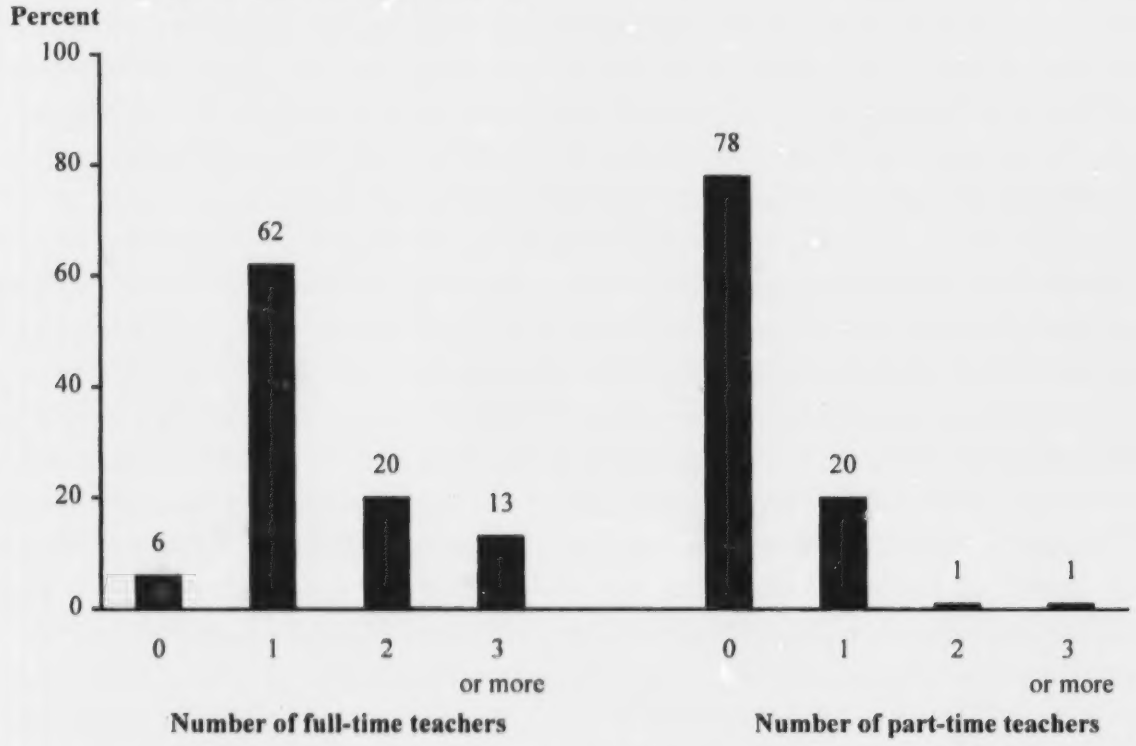
Number of visual arts teachers on staff. Principals were asked to report the number of full-time and part-time teachers who taught visual arts courses during the 1998–99 school year. Overall, most public secondary schools that offered the subject had one full-time teacher on staff who taught visual arts courses (62 percent), compared with 20 percent with two full-time teachers, and 13 percent with three or more (figure 17). Seventy-eight percent of secondary schools did not employ any part-time teachers (78 percent) who taught courses in visual arts; 20 percent employed one part-time teacher; and 2 percent employed two or more.

Figure 17.—Percentage distribution of public secondary schools offering visual arts instruction, according to the numbers of full-time and part-time teachers who taught courses in the subject: Academic year 1998–99



NOTE: Percentages are based on the 93 percent of public secondary schools that reported offering instruction in visual arts in fall 1999. Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 1999," FRSS 67.

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The percentage of secondary schools with two or more full-time teachers who taught visual arts courses varied by geographic region and minority enrollment. Schools in the Northeast were the most likely to have two or more full-time teachers on staff who taught visual arts courses than schools in the other regions of the country (50 percent versus 25 to 33 percent) (table 26). Schools with the lowest minority enrollment were less likely to have two or more full-time teachers than schools with 6 to 20 percent and more than 50 percent minority enrollments (22 percent versus 42 and 36 percent).

Table 26.—Percent of public secondary schools offering visual arts instruction and reporting two or more full-time teachers on staff who taught visual arts courses, by school characteristics: Academic year 1998–99

School characteristic	Two or more full-time teachers*
All public secondary schools	32
School enrollment size	
Less than 400	8
400 to 999	23
1,000 or more	75
Locale	
City	49
Urban fringe	45
Town	20
Rural	14
Region	
Northeast	50
Southeast	25
Central	27
West	33
Percent minority enrollment	
5 percent or less	22
6 to 20 percent	42
21 to 50 percent	33
More than 50 percent	36
Percent of students eligible for free or reduced-price lunch	
Less than 35 percent	37
35 to 49 percent	25
50 to 74 percent	26
75 percent or more	25

*Full-time teachers that taught courses in visual arts were not necessarily visual arts specialists.

NOTE: Percentages are based on the 93 percent of public secondary schools that reported offering instruction in visual arts in fall 1999.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 1999," FRSS 67.

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Space for visual arts instruction. Overall, 87 percent of the public secondary schools that offered visual arts had a dedicated room with special equipment for teaching the subject (table 27). This finding varied little by school characteristics. One exception was that rural schools were less likely than urban fringe schools and schools in towns to have a dedicated room with special equipment for teaching visual arts (78 percent versus 92 and 93 percent). Another exception was that schools with the highest level of poverty concentration were less likely to have a dedicated room with special equipment than schools with the lowest poverty concentration (65 percent versus 92 percent). Conversely, schools with the highest concentration of poverty were more likely than schools with the lowest poverty concentration to have a dedicated room without special equipment for teaching visual arts (22 percent versus 6 percent).

Table 27.—Percentage distribution of public secondary schools offering visual arts instruction, according to the space used for teaching the subject, by school characteristics: Academic year 1999–2000

School characteristic	Dedicated room(s), with special equipment	Dedicated room(s), no special equipment	Gymnasium, auditorium, or cafeteria	Other
All public elementary schools	87	9	1	3
School enrollment size				
Less than 400	82	8	1	9
400 to 999	89	10	0	2
1,000 or more	91	8	1	(#)
Locale				
City	87	12	1	(#)
Urban fringe	92	6	0	1
Town	93	5	0	2
Rural	78	13	1	8
Region				
Northeast	88	11	0	1
Southeast	87	11	0	2
Central	93	4	(#)	2
West	80	13	1	6
Percent minority enrollment				
5 percent or less	89	6	1	3
6 to 20 percent	89	9	(#)	2
21 to 50 percent	86	12	0	1
More than 50 percent	82	12	0	6
Percent of students eligible for free or reduced-price lunch				
Less than 35 percent	92	6	(#)	2
35 to 49 percent	87	10	0	3
50 to 74 percent	79	15	2	4
75 percent or more	65	22	0	13

#Estimate less than 0.5 percent.

NOTE: Percentages are based on the 93 percent of public secondary schools that reported offering instruction in visual arts in fall 1999. Row percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 1999," FRSS 67.

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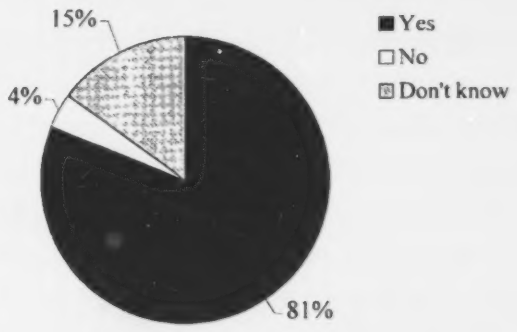
Written curriculum guide for visual arts. Of the secondary schools that offered instruction in visual arts, 87 percent reported that their district had a written curriculum guide in visual arts (not shown in tables). Of the schools that had a written curriculum guide in visual arts, 81 percent indicated that it was aligned with their states' standards or the National Standards for Arts Education (figure 18). Fifteen percent of principals indicated that they did not know if this was the case. Also, 82 percent indicated that the visual arts curriculum guide had been created or updated in the last 5 years, although 8 percent of principals did not know when the guide had been created or updated (figure 19).

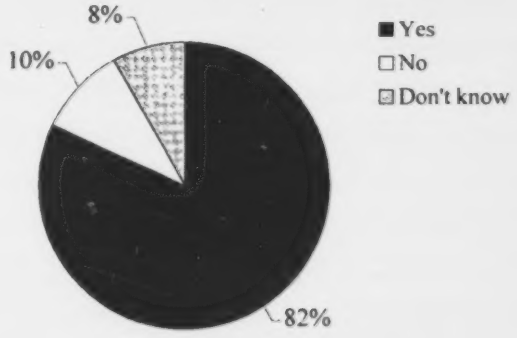
Figure 18.—Percentage distribution of public secondary schools with a written curriculum guide in visual arts, according to whether the guide was aligned with the state's standards or the National Standards for Arts Education: Academic year 1999–2000



NOTE: Percentages are based on the 81 percent of public secondary schools that reported offering instruction in visual arts and that had a district written curriculum guide in visual arts; that is, 93 percent that offered instruction multiplied by 87 percent that had a written curriculum guide.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 1999," FRSS 67.

Figure 19.—Percentage distribution of public secondary schools with a written curriculum guide in visual arts, according to whether the guide was created or updated in the last 5 years: Academic year 1999–2000



NOTE: Percentages are based on the 81 percent of public secondary schools that reported offering instruction in visual arts and that had a district written curriculum guide in visual arts; that is, 93 percent that offered instruction multiplied by 87 percent that had a written curriculum guide.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 1999," FRSS 67.

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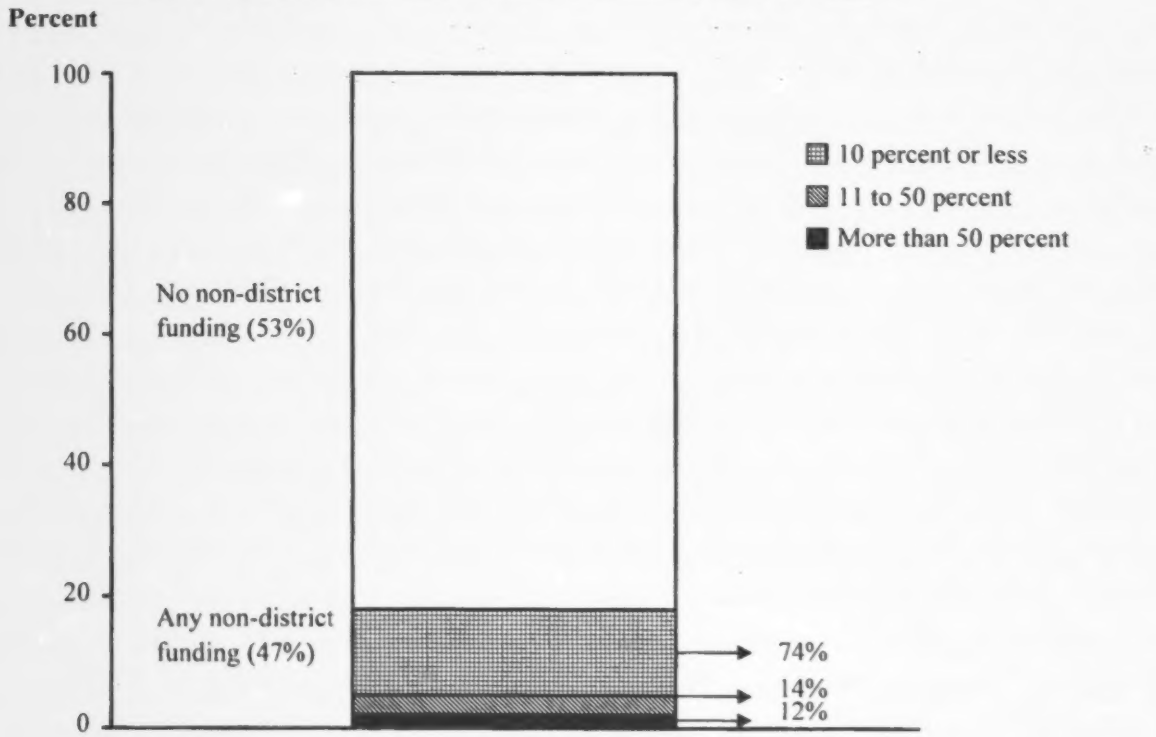
Outside funding of visual arts programs. Non-district funding of visual arts programs in public secondary schools (18 percent) was not as prevalent as it was for music (47 percent) (figure 20). Eighteen percent of secondary schools indicated that they typically receive funding from parent groups, booster clubs, or local businesses to support the education program in visual arts (not shown in tables). Moreover, non-district funding represented a small percentage of the visual arts budget in the majority of schools. About three-quarters of these schools (74 percent) reported that 10 percent or less of the visual arts budget came from non-district sources (figure 20). Another 14 percent of schools reported that between 11 and 50 percent of their visual arts budget was thus funded, and 12 percent reported that more than 50 percent of their budget came from non-district funds.

Figure 20.—Percentage distribution of public secondary schools offering visual arts instruction and receiving funds from non-district sources, by the percent of the designated visual arts budget that comes from these sources: Academic year 1999–2000



NOTE: Percentages are based on the 93 percent of public secondary schools that reported instruction in visual arts during the regular school day in fall 1999.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 1999," FRSS 67.

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Characteristics of Dance Instruction

In 1999–2000, 14 percent of public secondary schools reported that dance was taught during the regular school day (table 20). As noted earlier, large schools were more likely than small schools to include dance instruction in their instructional programs (32 percent versus 4 percent). Of the secondary schools that had dance instruction, 71 percent offered one or two courses in the subject during the 1998–99 school year, 21 percent offered three or four courses, and 8 percent offered five or more dance courses (table 28).

Dance teachers and space for instruction. Among the public secondary schools that offered dance instruction, 77 percent reported that at least one full-time teacher taught dance courses during the 1998–99 school year. Part-time teachers taught dance in 29 percent of schools. Dance teachers were provided a dedicated room with special equipment in 41 percent of the public secondary schools that offered this subject. Another 13 percent of schools provided a dedicated room with no special equipment, and 44 percent indicated that dance instruction took place in a gym, auditorium, or cafeteria.

Table 28.—Percent and percentage distribution of public secondary schools offering dance and drama/theatre instruction, by various program characteristics: Academic year 1999–2000

Program characteristic	Dance	Drama/theatre
Number of courses offered in 1998–99		
1 or 2 courses	71	68
3 or 4 courses	21	22
5 or 6 courses	4	6
More than 6 courses	4	4
Types of teachers		
One or more full-time teachers	77	84
One or more part-time teachers	29	22
Space used for instruction		
Dedicated room, with special equipment	41	53
Dedicated room, no special equipment	13	24
Gymnasium, auditorium, or cafeteria	44	18
Other	2	5
District curriculum guide in the subject available	68	75
Curriculum guide based on state standards or the National Standards for Arts Education[1]		
Yes	74	76
No	5	2
Don't know	22	22
Funds from non-district sources available for instruction	34	23
Percent of program budget coming from non-district sources[2]		
10 percent or less	44	57
11 to 50 percent	40	23
More than 50 percent	16	20

[1]Based on the percentage of schools that reported a written curriculum guide.

[2]Based on the percentage of schools that reported non-district funding.

NOTE: Percentages are based on the percent of public secondary schools that reported offering instruction in each subject in fall 1999 (dance, 14 percent; drama/theatre, 48 percent). Percentages (where applicable) may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 1999," FRSS 67.

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Written curriculum guide for dance. Sixty-eight percent of the public secondary schools that offered dance instruction reported that their district had a written curriculum guide in the subject. In 74 percent of these schools, the guide was aligned with their states' standards or the National Standards for Arts Education, although 22 percent of principals did not know whether this was the case.

Outside funding of dance programs. In schools that offered dance, 34 percent received non-district funding to support their programs. Forty-four percent of the schools that received non-district funding reported that this represented 10 percent or less of their dance budget. Another 40 percent reported between 11 and 50 percent of their budget, and 16 percent reported that more than 50 percent of their dance budget came from non-district funding.

Characteristics of Drama/Theatre Instruction

In 1999–2000, 48 percent of public secondary schools reported that drama/theatre was taught during the regular school day. Sixty-eight percent of these schools indicated that one or two courses were offered in drama/theatre during the 1998–99 school year, 22 percent reported that three or four courses were offered, and 10 percent reported that five or more courses were offered in the subject (table 28).

Drama/theatre teachers and space for instruction. Of the public secondary schools that offered drama/theatre instruction, 84 percent reported that at least one full-time teacher taught courses in the subject during the 1998–99 school year. Part-time teachers taught drama/theatre courses at 22 percent of schools. In schools where drama/theatre was offered, 53 percent indicated that it was taught in a dedicated room with special equipment, compared with 24 percent of schools that used a dedicated room with no special equipment, and 18 percent that used a gym, auditorium, or cafeteria.

Written curriculum guide for drama/theatre. Three-quarters (75 percent) of the public secondary schools that offered drama/theatre instruction reported that their district had a written curriculum guide in the subject. In 76 percent of these schools, the guide was aligned with their states' standards or the National Standards for Arts Education. However, 22 percent of principals indicated that they did not know if this was the case.

Outside funding of drama/theatre programs. About one-quarter (23 percent) of the public secondary schools that offered drama/theatre received non-district funding to support their programs. Fifty-seven percent of schools reported that 10 percent or less of their drama/theatre budget came from non-district funding, 23 percent reported between 11 and 50 percent of their budget, and 20 percent reported that more than 50 percent of their budget came from non-district funding.

Creative Writing as Arts Instruction

The secondary school survey also included questions about the ways creative writing is taught in schools, since this subject is frequently considered a component of arts education. For the purposes of the survey, creative writing was defined as an instructional program that describes the process and techniques of original composition in various literary forms, such as short stories, plays, and poetry. Principals were asked whether their schools offered separate courses in creative writing, whether processes and techniques in creative writing were taught in courses offered by their English departments, and whether creative writing activities and instruction were integrated into other, unspecified, areas of the curriculum.

Thirty-five percent of public secondary schools offered separate courses in creative writing in 1999–2000, and 90 percent of schools reported that creative writing processes and techniques were taught in courses offered by their English departments (figure 21). In addition, 81 percent reported that creative writing activities and instruction were integrated into other areas of the curriculum.

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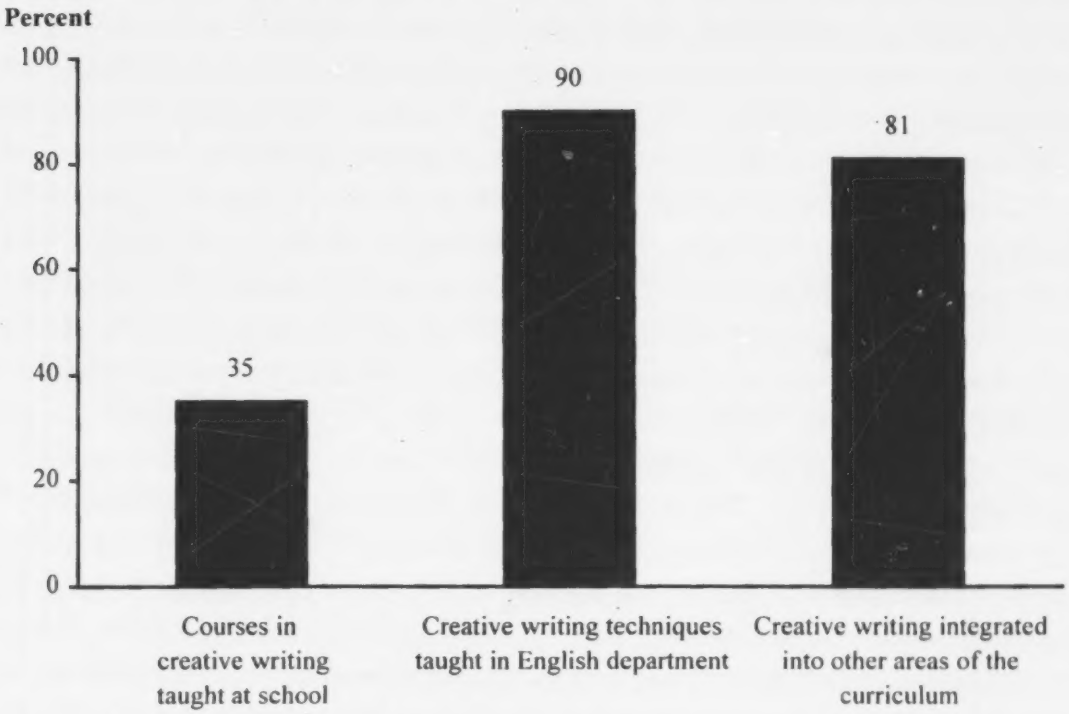
Figure 21.—Percent of public secondary schools reporting various ways that creative writing is taught or included in the school curriculum: Academic year 1999–2000



SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 1999," FRSS 67.

Supplemental Arts-Related Activities in Public Secondary Schools

The secondary school survey included several questions that addressed various ways that public secondary schools may augment the arts curricula that are offered. With a few exceptions, these questions were identical to those included in the elementary school survey.

Availability of Supplemental Programs and Activities

Field trips and visits from performing artists can be scheduled at any time during the school year. Thus, rather than asking principals in fall 1999 to project the kinds of arts-related programs and activities that would be taking place during the upcoming year, they were asked to report on those that had actually taken place during the previous school year, 1998–99. During the 1998–99 school year, 69 percent of public secondary schools sponsored field trips to art performances, and 68 percent sponsored field trips to art galleries or museums (table 29). Field trips to galleries or museums were more likely to be sponsored by large schools than by small or moderate-size schools (82 percent versus 64 percent).

Thirty-four percent of public secondary schools had at least one visiting artist during the 1998–99 school year. Among schools that had sponsored visiting artists during that time, the overall mean number reported per school was 2.5 (not shown in tables). Eighteen percent of public secondary schools supported artists-in-residence during the 1998–99 school year. More schools in the Northeast supported artists-in-residence than schools in other regions of the country (33 percent versus 14 to 16 percent). The mean number of artists-in-residence supported by these schools was 2.0 (not shown in tables).

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Other avenues for expanding students' arts experiences are through enrichment options that go beyond the regular school day or the school's own arts curriculum. About three-quarters (73 percent) of public secondary schools provided or sponsored after-school activities that incorporated the arts. Large schools were more likely to sponsor these activities than small schools (83 percent versus 64 percent). Schools in the urban fringe were more likely than schools in towns and rural areas to sponsor after-school activities (83 percent versus 63 and 65 percent).

Funding Supplemental Programs and Activities

Secondary schools were asked to indicate which among four different funding sources were used to support the supplemental arts programs and activities discussed above. The sources included state or local arts agencies, state or federal education grants, general school or district funds, and parent groups. Seventy-nine percent of schools that sponsored field trips to art galleries or museums were funded by general school or district funds, as were 79 percent of schools that sponsored trips to arts performances (table 30). In schools that sponsored visiting artists, 58 percent reported that general school or district funds supported the programs, and 50 percent supported artists-in-residence this way.

Table 29.—Percent of public secondary schools that sponsored various supplemental arts education programs, by school characteristics: Academic year 1998–99

School characteristic	Field trips to arts performances	Field trips to art galleries or museums	Visiting artist(s)	Artist(s)-in-residence	After-school activities that incorporate the arts
All public secondary schools	69	68	34	18	73
School enrollment size					
Less than 400	65	64	33	15	64
400 to 999	69	64	32	21	75
1,000 or more	77	82	38	18	83
Locale					
City	72	68	33	19	79
Urban fringe	74	74	35	21	83
Town	60	54	35	10	63
Rural	67	72	33	19	65
Region					
Northeast	78	80	37	33	83
Southeast	67	63	33	14	71
Central	71	67	34	16	76
West	64	68	33	15	68
Percent minority enrollment					
5 percent or less	71	72	32	20	74
6 to 20 percent	71	67	38	18	75
21 to 50 percent	64	70	36	19	79
More than 50 percent	72	66	28	15	68
Percent of students eligible for free or reduced-price lunch					
Less than 35 percent	74	74	34	19	78
35 to 49 percent	67	62	36	26	76
50 to 74 percent	61	60	34	15	61
75 percent or more	63	68	28	14	66

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 1999," FRSS 67.

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Table 30.—Percent of public secondary schools that used various funding sources for supplemental arts education programs: Academic year 1998–99

Supplemental arts program	Percent sponsoring program	Source of funding*			
		General school or district funds	Parent groups	State or local arts agency	State or federal education grant
Field trips to arts performances	69	79	32	7	5
Field trips to art galleries or museums	68	79	27	10	5
Visiting artist(s)	34	58	22	21	18
Artist(s)-in-residence	18	50	24	36	26

*Based on the percent of schools sponsoring that type of program.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 1999," FRSS 67.

Parent groups were also supporters of field trips and artists in the schools, with between 22 and 32 percent of schools having access to such funds for these purposes. Some secondary schools used funding from state or local arts agencies to support artists-in-residence (36 percent), visiting artists (21 percent), field trips to art galleries and museums (10 percent), and trips to arts performances (7 percent). Also, some schools used funds from state or federal grants to support artists-in-residence (26 percent), visiting artists (18 percent), field trips to art galleries and museums (5 percent), and trips to arts performances (5 percent).

Administrative Support for Arts Education in Public Secondary Schools

Results of the secondary school survey show that 64 percent of schools included the arts in their mission statements, yearly goals, or school improvement plans (table 31).[17] Schools in the Northeast were more likely to report that their mission statement included the arts than were schools in other regions of the country (79 percent versus 58 to 63 percent). About half of public secondary schools (49 percent) had undertaken a school reform initiative related to arts education or the integration of the arts with other academic subjects. Again, schools in the Northeast were more likely to report involvement in some arts education reform than were schools in other regions of the country (72 percent versus 38 to 50 percent).

Status of Arts Specialists and Programs in Public Secondary Schools

Arts teachers in public secondary schools were generally included in selected management aspects of their schools. In 1999–2000, 87 percent of secondary school principals indicated that arts teachers were included on site-based management or school improvement teams, and/or leadership councils (table 32). Most secondary schools (91 percent) reported that arts teachers had input into the arts curriculum, and 76 percent reported that they had input into the allocation of arts funds. Fifty percent of secondary schools indicated that arts teachers had input in the hiring of new arts staff. Schools in the Southeast were less likely to report input from arts specialists in this area when compared with schools in other geographic regions (31 percent versus 51 to 62 percent).

Most public secondary schools (96 percent) reported that arts teachers received the same kind of performance evaluation as teachers in other instructional programs at their schools (table 33). In addition, 91 percent of principals reported that they evaluated the arts program in the same manner that they evaluate other instructional programs. Twenty-three percent of public secondary schools conducted standardized or

[17]All respondents to the secondary school survey answered these questions, whether or not they reported offering specific instruction in any of the arts areas. Of the 686 secondary schools surveyed, 6 (or 2 percent) did not offer any instruction in music, visual arts, dance, or drama/theatre.

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district-wide assessments of student performance and achievement in the arts.

District curriculum coordinators. Fifty-three percent of public secondary schools had a coordinator at the district level who was responsible for the arts programs in their schools. Small schools were less likely to have a district coordinator than moderate-size or large schools (39 percent versus 53 and 68 percent, respectively). Further, schools in cities were more likely than schools in the urban fringe, towns, and rural schools to have a district coordinator (74 percent versus 37 to 59 percent).

Table 31.—Percent of public secondary schools in which arts education was included in the mission statement or school improvement plan, or that were engaged in some reform initiative involving the arts, by school characteristics: Academic year 1999–2000

School characteristic	Arts education included in mission statement or school improvement plan	School reform initiative related to arts education or the integration of the arts with other academic subjects
All public secondary schools	64	49
School enrollment size		
Less than 400	64	49
400 to 999	63	49
1,000 or more	67	50
Locale		
City	73	52
Urban fringe	67	50
Town	58	47
Rural	57	47
Region		
Northeast	79	72
Southeast	58	47
Central	63	50
West	60	38
Percent minority enrollment		
5 percent or less	62	49
6 to 20 percent	63	47
21 to 50 percent	67	52
More than 50 percent	64	49
Percent of students eligible for free or reduced-price lunch		
Less than 35 percent	64	51
35 to 49 percent	62	44
50 to 74 percent	65	50
75 percent or more	61	46

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 1999," FRSS 67.

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Table 32.—Percent of public secondary schools indicating that arts specialists have input in selected management issues related to arts instruction, by school characteristics: Academic year 1999–2000

School characteristic	Site-based management/ school improvement teams; leadership councils	Arts curriculum offered	Allocation of arts funds	Hiring of arts staff
All public secondary schools	87	91	76	50
School enrollment size				
Less than 400	81	89	71	35
400 to 999	89	92	78	52
1,000 or more	90	91	80	64
Locale				
City	91	88	75	55
Urban fringe	88	92	79	58
Town	89	93	82	50
Rural	82	91	73	37
Region				
Northeast	87	92	76	62
Southeast	83	81	67	31
Central	89	97	80	51
West	87	92	80	54
Percent minority enrollment				
5 percent or less	84	93	75	46
6 to 20 percent	93	96	84	62
21 to 50 percent	89	91	79	46
More than 50 percent	81	82	68	44
Percent of students eligible for free or reduced-price lunch				
Less than 35 percent	88	94	80	58
35 to 49 percent	84	93	73	39
50 to 74 percent	90	86	76	38
75 percent or more	74	80	59	39

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 1999," FRSS 67.

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Table 33.—Percent of public secondary schools indicating various ways that arts programs and instruction are assessed, and the presence of a district-level arts coordinator, by school characteristics: Academic year 1999–2000

School characteristic	Principal evaluates arts teachers in the same way other teachers are evaluated	Principal evaluates the arts program in the same way other programs are evaluated	School conducts standardized assessment of student achievement in the arts	Specialist or coordinator at the district level who is responsible for the arts programs offered
All public secondary schools	96	91	23	53
School enrollment size				
Less than 400	92	88	21	39
400 to 999	97	93	24	53
1,000 or more	98	93	25	68
Locale				
City	99	95	21	74
Urban fringe	97	94	23	59
Town	95	91	26	41
Rural	92	86	23	37
Region				
Northeast	96	93	25	63
Southeast	94	88	21	55
Central	95	94	23	49
West	96	89	23	49
Percent minority enrollment				
5 percent or less	95	90	21	45
6 to 20 percent	97	93	20	52
21 to 50 percent	99	90	31	60
More than 50 percent	92	91	24	59
Percent of students eligible for free or reduced-price lunch				
Less than 35 percent	96	92	21	53
35 to 49 percent	99	93	23	49
50 to 74 percent	97	93	27	50
75 percent or more	86	82	25	62

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 1999," FRSS 67.

Perceived status of arts education among administrators, teachers, and parents. The secondary school survey also asked school principals their perceptions of the extent to which the administrators, non-arts teachers, and parents at their schools considered the arts an essential part of a high-quality education.[18] This set of questions was asked of principals at all secondary schools, not just those with established arts programs. Response choices included "not at all," "to a small extent," "to a moderate extent," "to a great extent," and "cannot judge." Seventy-two percent of principals believed that their school administrators (presumably including themselves) considered the arts essential to a great extent, and 20 percent felt that the arts were essential to administrators to a moderate extent (table 34). Less than half of the survey respondents indicated that they felt non-arts teaching staff and parents considered the arts essential to a great extent (40 percent and 41 percent, respectively). Parents of students in large schools were more likely than

[18]It should be kept in mind that asking respondents about the beliefs of others is subject to a certain degree of subjectivity, and thus the results represent the perspective of school principals, but do not necessarily reflect the actual views of (other) administrators, teachers, and parents.

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parents of students in small schools to be viewed as considering arts instruction as essential to a great extent (49 percent versus 36 percent). Also, more principals from schools with the lowest poverty concentration reported the belief that parents of students in their schools viewed the arts as essential to a great extent than principals in schools with the two highest concentrations of poverty (51 percent versus 31 and 24 percent).

Table 34.—Percent of public secondary school principals indicating the extent to which they believe individuals at the school and parents consider the arts an essential part of a high-quality education, by school characteristics: Academic year 1999–2000

School characteristic	Administrators		Non-arts teaching staff		Parents	
	Great extent	Moderate extent	Great extent	Moderate extent	Great extent	Moderate extent
All public secondary schools	72	20	40	47	41	42
School enrollment size						
Less than 400	73	19	38	46	36	48
400 to 999	73	19	39	50	41	41
1,000 or more	71	22	44	45	49	37
Locale						
City	76	17	40	49	41	41
Urban fringe	67	23	39	45	47	36
Town	74	19	42	51	48	39
Rural	73	19	40	47	31	50
Region						
Northeast	72	19	41	47	48	39
Southeast	73	20	40	46	34	41
Central	80	13	41	46	41	45
West	64	27	38	49	42	41
Percent minority enrollment						
5 percent or less	73	15	41	44	37	46
6 to 20 percent	74	20	39	53	49	39
21 to 50 percent	70	23	37	45	41	40
More than 50 percent	70	24	39	49	36	43
Percent of students eligible for free or reduced-price lunch						
Less than 35 percent	71	19	43	44	51	35
35 to 49 percent	78	15	40	56	35	47
50 to 74 percent	72	23	42	45	31	51
75 percent or more	64	32	29	54	24	52

NOTE: Other response categories included "not at all," "small extent," and "cannot judge." Results for these responses are not presented.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 1999," FRSS 67.

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4. ELEMENTARY SCHOOL TEACHERS OF MUSIC AND VISUAL ARTS

Highlights

- In 1999–2000, 45 percent of music specialists and 39 percent of visual arts specialists had a master's degree in their respective fields of study or in a related arts field. Forty-five percent of regular classroom teachers had a master's degree.
- Arts specialists participated in a variety of professional development activities. For instance, 72 percent of music specialists and 79 percent of visual arts specialists reported professional development activities focusing on the integration of music or visual arts into other subject areas within the last 12 months.
- A sizable majority of music and visual arts specialists felt that their participation in various professional development activities focusing on arts instruction improved their teaching skills to a moderate or great extent (69 to 75 percent).
- On a typical school day in 1999–2000, music specialists taught an average of six different classes of students. Visual arts specialists taught on average five classes on a typical school day.
- Visual arts specialists had more time set aside each week for planning or preparation during the regular school day than music specialists and classroom teachers (4.2 hours versus 3.6 and 3.4, respectively).
- Forty-six percent of music specialists and 44 percent of visual arts specialists strongly agreed with the statement that parents support them in their efforts to educate their children. Fifty-eight percent of music specialists and 53 percent of visual arts specialists strongly agreed that they were supported by the administration at their schools.

Music and Visual Arts Specialists and Self-Contained Classroom Teachers

This chapter presents information about instructors of music and visual arts in public elementary schools in 1999–2000. It includes findings from the survey of elementary school music specialists, the survey of elementary school visual arts specialists, and the arts survey of elementary school classroom teachers. Self-contained classroom teachers were included in the survey for two reasons: (1) to compare the qualifications and teaching responsibilities of arts teachers to those of non-arts teachers;[19] and (2) to determine the extent to which classroom teachers were incorporating the arts into their instructional programs and participating in professional development relevant to arts instruction (regardless of whether there was an arts specialist on staff). Separate surveys of dance and drama/theatre specialists were not included in the

[19]A question may be raised regarding the comparability of data collected on self-contained classroom teachers and music and visual arts specialists, given the possibility that the elementary grades taught by these groups might not be equivalent. Specifically, there might be concern that classroom teachers (in self-contained classrooms) might not generally teach beyond grade 3, whereas arts specialists might teach all elementary grades. Analysis of the data shows that this is not the case—regular classroom teachers were distributed across all grades available in the elementary schools within the sample. For example, in elementary schools where kindergarten through grade 6 were available, 40 percent of teachers in self-contained classrooms taught kindergarten or grades 1 or 2, 32 percent taught grades 3 or 4, and 29 percent taught grades 5 or 6.

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study, since the percentage of schools with either of these specialists on staff was quite small. According to the elementary school survey (see chapter 2), 8 percent of all schools had a full- or part-time dance specialist on staff, and 5 percent had a full- or part-time drama/theatre specialist on staff.

The chapter includes findings related to the preparation, working environments, and instructional practices of public elementary school music and visual arts specialists and non-arts classroom teachers.[20] Specifically, teachers were asked about their educational background and teaching experience and the professional development activities in which they had participated in the last 12 months. They were asked about their teaching load, the amount of planning time their schedules permit, and the kinds of collaboration with other teachers that take place at their schools. Arts specialists were asked to report on the adequacy of the arts facilities, equipment, and other resources available to them at their schools. All teachers were also asked to report their perceptions of the support that arts instruction receives from parents and other staff at their schools. With respect to teaching practices, arts specialists were asked about the curriculum guidelines available at their schools, their goals and objectives for student learning, the assessment strategies they use, and their own involvement in the arts outside of school. Classroom teachers were asked about the extent to which they incorporate various arts subjects into their own instructional programs.

Characteristics of Public Elementary School Arts Specialists and Classroom Teachers

In 1999–2000, an estimated 70,700 music specialists taught elementary school students in U.S. public schools (table 35). Of these, 89 percent taught music full time, and 11 percent taught part time. An estimated 37,800 visual arts specialists taught in elementary schools, of which 80 percent were full time and 20 percent were part time. An estimated 903,200 teachers taught full time in self-contained, regular elementary school classrooms.

Table 35.—Number and percent of music specialists, visual arts specialists, and classroom teachers in public elementary schools, by teaching status: Academic year 1999–2000

Type of teacher and status	National estimate	
	Number	Percent
Music specialists	70,700	100
Full time	63,100	89
Part time	7,600	11
Visual arts specialists	37,800	100
Full time	30,200	80
Part time	7,600	20
Full time classroom teachers	903,200	100

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Elementary School Music Specialists," "Survey of Elementary School Visual Arts Specialists," and "Arts Survey of Elementary School Classroom Teachers," FRSS 77.

[20]While findings from the school-level surveys were presented in terms of national estimates as well as by selected school characteristics, this chapter focuses on national estimates only. The survey samples of arts specialists and classroom teachers were relatively small (453 music specialists, 331 visual arts specialists, and 497 regular classroom teachers). Thus, small cell sizes and the resulting high standard errors might not support comparisons across subgroups of selected independent variables.

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Thirty-two percent of elementary school music specialists had 20 or more years of teaching experience in-field (i.e., in music), 34 percent had 10 to 19 years, 20 percent had 4 to 9 years, and 14 percent had 3 or fewer years of music teaching experience. Twenty-four percent of elementary school visual arts specialists had 20 or more years of teaching experience in-field (i.e., in visual arts), 31 percent had 10 to 19 years, 25 percent had 4 to 9 years, and 20 percent had 3 or fewer years of visual arts teaching experience (table 36).

As an indicator of the stage at which teachers perceive themselves to be in their careers, teachers were asked to report the approximate number of years they intended to continue teaching. Overall, arts specialists and classroom teachers alike were fairly evenly distributed in their estimations. Between 34 and 39 percent of teachers estimated that they would teach 1 to 9 years more, 35 to 39 percent estimated between 10 and 19 years, and 26 to 28 percent estimated 20 years or more (table 37).

Table 36.—Percentage distribution of public elementary school music specialists, visual arts specialists, and classroom teachers indicating their number of years of teaching experience, both overall and in-field: Academic year 1999–2000

Type of teacher	Years of teaching experience			
	3 or fewer years	4 to 9 years	10 to 19 years	20 or more years
Music specialists				
Years of teaching experience overall	13	19	33	35
Years of teaching in-field	14	20	34	32
Visual arts specialists				
Years of teaching experience overall	15	22	32	31
Years of teaching in-field	20	25	31	24
Classroom teachers				
Years of teaching experience overall	15	21	28	35
Years of teaching in-field	(—)	(—)	(—)	(—)

— Not available; statistic not collected for the classroom teacher survey.

NOTE: Row percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Elementary School Music Specialists," "Survey of Elementary School Visual Arts Specialists," and "Arts Survey of Elementary School Classroom Teachers," FRSS 77.

Table 37.—Percentage distribution of public elementary school music specialists, visual arts specialists, and classroom teachers indicating the number of years they plan to continue teaching: Academic year 1999–2000

Type of teacher	1 to 9 years	10 to 19 years	20 or more years
Music specialists	34	39	27
Visual arts specialists	35	38	28
Classroom teachers	39	35	26

NOTE: Row percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Elementary School Music Specialists," "Survey of Elementary School Visual Arts Specialists," and "Arts Survey of Elementary School Classroom Teachers," FRSS 77.

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Teacher Background and Professional Development

Data from the teacher surveys also provide information about the educational backgrounds and professional development activities of arts specialists and regular classroom teachers. Music specialists, visual arts specialists, and classroom teachers were asked questions about the highest level of education they attained, which subjects they majored in, and whether or not they received teacher certification in their subject area. They were also asked about their participation in a wide range of professional development activities, as well as the extent to which they believed those activities helped to improve their teaching.

Teacher Education

The type of degree earned by a teacher is one measure used to assess teacher qualifications. While having a bachelor's degree was once considered adequate qualification for teachers, today's teachers often are expected to have advanced degrees (Lewis et al. 1999). At the time of this survey, virtually all elementary school arts specialists and regular classroom teachers had a bachelor's degree (table 38). In addition, 45 percent of music specialists and 39 percent of visual arts specialists had a master's degree in their respective fields of study or in a related field. Forty-three percent of regular classroom teachers had a master's degree.

Table 38.—Percent of public elementary school music specialists, visual arts specialists, and classroom teachers, by degrees held: Academic year 1999–2000

Type of teacher	Bachelor's degree	Master's degree	Doctor's degree	Other degree
Music specialists	100*	45	1	2
Visual arts specialists	100*	39	0	5
Classroom teachers	100*	43	(#)	3

#Estimate less than 0.5 percent.

*Rounds to 100 percent for presentation in the table.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Elementary School Music Specialists," "Survey of Elementary School Visual Arts Specialists," and "Arts Survey of Elementary School Classroom Teachers," FRSS 77.

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Overall, 92 percent of music specialists had a bachelor's or master's degree in-field (i.e., in music education or music), and 88 percent of visual arts specialists had a bachelor's or master's degree in-field (i.e., in arts education or applied or fine arts). Among elementary school music specialists, 68 percent completed undergraduate majors in music education, and 29 percent completed majors in music, either performance, history, or theory (table 39).[21] Five percent of music specialists completed undergraduate majors in elementary education, and 7 percent completed majors in other fields. Of the 45 percent of music specialists with a master's degree, 41 percent had a degree in music education, 26 percent had a degree in some form of music study (performance, history, or theory), 4 percent had a degree in elementary education, and 34 percent had degrees in other fields.

Forty-four percent of elementary school visual arts specialists completed undergraduate majors in general/visual arts education, and 45 percent completed majors in applied art, identified as fine arts, studio arts, or visual arts. Ten percent of visual arts specialists reported completing undergraduate majors in elementary education, and 9 percent completed majors in other fields. Of the 39 percent of visual arts teachers with a master's degree, 34 percent had a degree in arts education, 28 percent had a degree in applied or fine arts, 7 percent had a degree in elementary education, and 38 percent had degrees in other fields.

Table 39.—Percent of public elementary school music and visual arts specialists with a degree in-field and who majored in various fields of study for a bachelor's or master's degree: Academic year 1999–2000

Degree and field of study	Music specialists	Visual arts specialists
Bachelor's or master's degree in-field	92	88
Bachelor's degree		
Music education	68	(#)
Music	29	(#)
Arts education	(#)	44
Applied or fine arts	(#)	45
Elementary education	5	10
Other	7	9
Master's degree•		
Music education	41	(#)
Music	26	(#)
Arts education	(#)	34
Applied or fine arts	(#)	28
Elementary education	4	7
Other	34	38

#Estimate less than 0.5 percent.

•Percentages are based on the 45 percent of music specialists and 39 percent of visual arts specialists who reported having a master's degree.

NOTE: Specialists could have named up to three majors for a bachelor's and master's degree. Percentages do not sum to 100 percent because some specialists reported more than one major for their bachelor's or master's degree.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Elementary School Music Specialists," and "Survey of Elementary School Visual Arts Specialists," FRSS 77.

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[21]Specialists could have named up to three majors for a bachelor's and master's degree.

Classroom teachers were asked whether they had an arts major or minor for their bachelor's degree or master's degree (if applicable).[22] Nine percent of classroom teachers had an arts major or minor for their bachelor's degree, and 2 percent of those with a master's degree had an arts major or minor (not shown in tables). Overall, 10 percent of classroom teachers had an arts major or minor for a bachelor's and/or master's degree (not shown in tables).

Teacher Certification

Teachers' certification status is another measure of teachers' qualifications. Over and above the coursework required for a degree, teacher certification includes clinical experiences such as student teaching and often some type of formal assessment. All three types of teachers surveyed in this study were asked to indicate which of three types of certificates they held: (1) a regular, standard, or professional certificate; (2) a probationary certificate; or (3) a provisional, temporary, or emergency certificate. Arts specialists were also asked to specify their certification status in both general elementary education and in their major fields of study (i.e., music education or visual arts education). They could specify more than one type of certification.

Almost all music specialists (91 percent) were certified to teach music, and 90 percent of the teachers that were certified to teach music had regular, standard, or professional certification (table 40). Twenty-one percent of music specialists indicated that they had a general elementary education certificate. Similarly, 89 percent of visual arts specialists were certified to teach art, of which 89 percent indicated that they had a regular, standard, or professional certification. Twenty-nine percent of visual arts specialists had a general elementary education certificate. One hundred percent of regular classroom teachers had a general elementary education certificate, of which 93 percent held a regular, standard, or professional certificate. Classroom teachers were not asked whether they were certified to teach an arts subject.

Table 40.—Percent of public elementary school music specialists, visual arts specialists, and classroom teachers, by the types of teaching certificates held: Academic year 1999–2000

Type of teacher	General elementary education certificate	Arts education certificate	Neither
Music specialists	21	91[2]	9
Visual arts specialists	29	89[3]	8
Classroom teachers[4]	100[1]	(—)	(—)

— Not available; statistic not collected for the classroom teacher survey.

[1]Rounds to 100 percent for presentation in the table.

[2]Of the 91 percent of music specialists with an arts education certificate (in music), 90 percent reported regular, standard, or professional certification.

[3]Of the 89 percent of visual arts specialists with an arts education certificate (in visual arts), 89 percent reported regular, standard, or professional certification.

[4]Classroom teachers were asked if they had a general elementary or secondary teaching certificate in their state. Of the 100 percent of classroom teachers with a general elementary or secondary teaching certificate in their state, 93 percent reported regular, standard, or professional certification.

NOTE: Respondents could select more than one type of certificate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Elementary School Music Specialists," "Survey of Elementary School Visual Arts Specialists," and "Arts Survey of Elementary School Classroom Teachers," FRSS 77.

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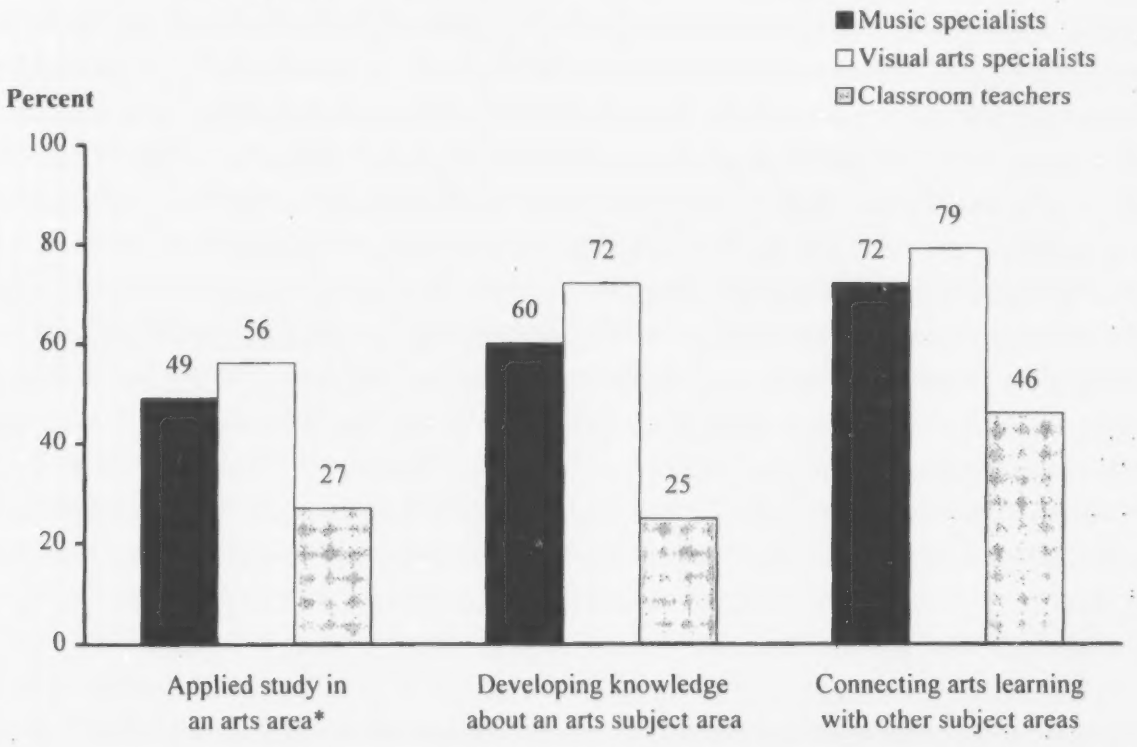
[22]The data requesters were interested in determining whether self-contained classroom teachers had any kind of educational background in the arts.

Professional Development

To meet the changing demands of their profession, both new and more experienced teachers must continuously update their knowledge and skills through formal professional development. Some school districts require teachers to participate in professional development, and certain states have passed initiatives encouraging or mandating professional development if teachers are to retain their certification (Lewis et al. 1999). The three teacher surveys asked about participation in various kinds of professional development activities, designed both for music and visual arts specialists in particular, and for all teachers in general. Further, in order to gauge their views on how beneficial these activities were, specialists and regular classroom teachers were asked to rate the extent to which they felt their teaching had improved as a result of participation in these activities.

Content of professional development. Arts specialists and regular classroom teachers were asked to report on the professional development activities in which they had participated in the last 12 months that focused both on enhancement of arts instruction (e.g., applied study in an arts area or connecting arts learning with other subject areas) and on aspects of teaching relevant to all teachers (e.g., new methods of teaching or student performance assessment). Music specialists (49 to 72 percent) and visual arts specialists (56 to 79 percent) were more likely to have participated in arts-related professional development in the last 12 months than were regular classroom teachers (25 to 46 percent) (figure 22). On the other hand,

Figure 22.—Percent of public elementary school music specialists, visual arts specialists, and classroom teachers who participated in various professional development activities focusing on arts instruction in the last 12 months: Academic year 1999–2000



*For music specialists, this refers to applied study in performing music. Music specialists were also asked about applied study in improvising, arranging, or composing music, in which 31 percent had participated.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Elementary School Music Specialists," "Survey of Elementary School Visual Arts Specialists," and "Arts Survey of Elementary School Classroom Teachers," FRSS 77.

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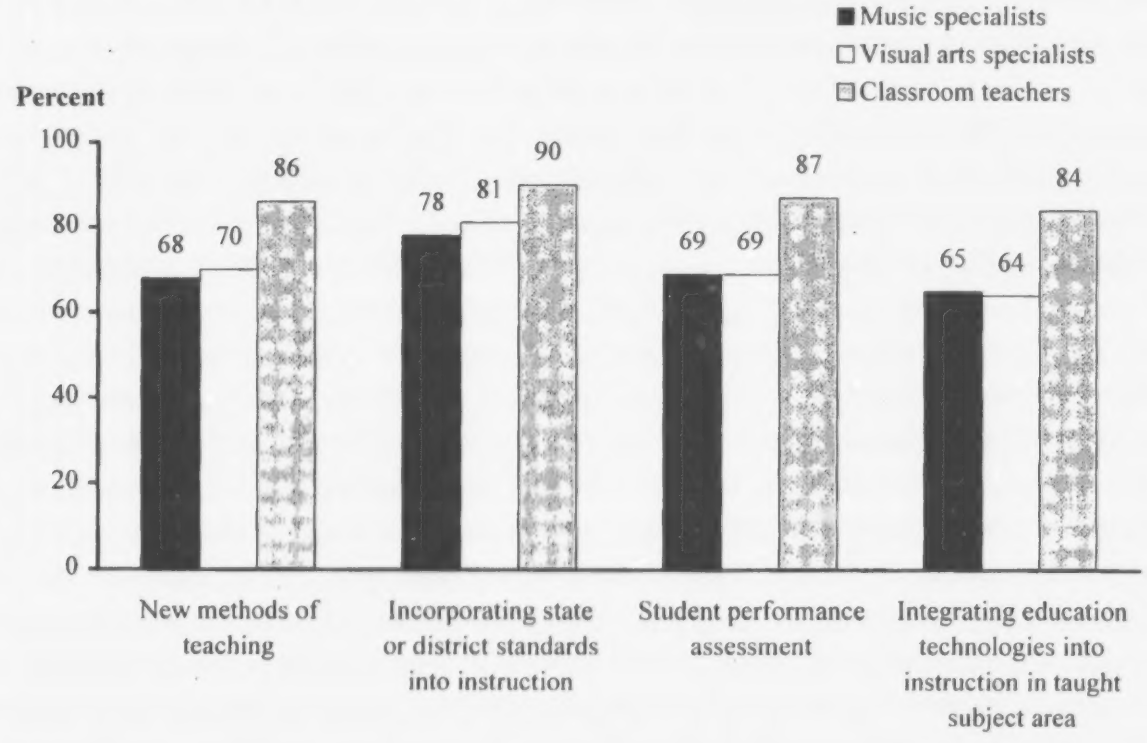
classroom teachers (84 to 90 percent) were more likely than music specialists (65 to 78 percent) and visual arts specialists (64 to 81 percent) to have participated in professional development designed for all teachers (figure 23). It should be noted that at least two-thirds of arts specialists participated in general teacher professional development activities, compared to 25 to 46 percent of classroom teachers who participated in activities related to arts education.

Seventy-two percent of music specialists, 79 percent of visual arts specialists, and 46 percent of regular classroom teachers participated in professional development activities focusing on the integration of music or visual arts into other subject areas within the last 12 months (figure 22). Visual arts specialists were more likely than music specialists to participate in activities designed to develop knowledge about the historical, cultural, or analytical aspects of their subject area (72 percent versus 60 percent). Twenty-five percent of classroom teachers participated in this type of professional development. Fifty-six percent of visual arts specialists, 49 percent of music specialists, and 27 percent of classroom teachers participated in activities involving applied study of the production or performance aspects of their subject area.

Figure 23.—Percent of public elementary school music specialists, visual arts specialists, and classroom teachers who participated in various professional development activities designed for all teachers in the last 12 months: Academic year 1999–2000



SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Elementary School Music Specialists," "Survey of Elementary School Visual Arts Specialists," and "Arts Survey of Elementary School Classroom Teachers," FRSS 77.

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As for professional development activities designed for all teachers, 86 percent of regular classroom teachers participated in professional development activities involving new methods of teaching, compared with 68 percent of music specialists and 70 percent of visual arts specialists (figure 23). Similarly, 84 percent of classroom teachers participated in professional development involving integrating educational technologies into instruction in their subject area, compared with 65 percent of music specialists and 64 percent of visual arts specialists. Classroom teachers were also more likely than music and visual arts specialists to have participated in activities that focused on incorporating state or district standards into instruction (90 percent of classroom teachers versus 78 percent of music specialists and 81 percent of visual arts specialists) and student performance assessment (87 percent of classroom teachers versus 69 percent of both music and visual arts specialists).

In general, participation in particular professional development activities within the last 12 months for most music and visual arts specialists and regular classroom teachers lasted from 1 to 8 hours, or the equivalent of 1 day or less of training (table 41). Specifically, of those who participated, music specialists, visual arts specialists, and classroom teachers were more likely to have spent 1 to 8 hours, rather than more than 8 hours, in professional development activities involving connecting arts learning with other subject areas, new methods of teaching, student performance assessment, and integrating education technologies into instruction.

Table 41.—Percent of public elementary school music specialists, visual arts specialists, and classroom teachers indicating the number of hours spent in various professional development activities in the last 12 months, by content area: Academic year 1999–2000

Content area	Music specialists		Visual arts specialists		Classroom teachers	
	1 to 8	More than 8	1 to 8	More than 8	1 to 8	More than 8
Activities focusing on arts instruction						
Applied study in an arts area*	47	53	47	53	84	16
Developing knowledge of the historical, cultural, or analytical aspects of an arts area	69	31	54	46	82	18
Connecting arts learning with other subject areas	64	36	57	43	73	27
Activities designed for all teachers						
New methods of teaching	65	35	71	29	56	44
Incorporating state or district standards into instruction	63	37	53	47	49	51
Student performance assessment	72	28	69	31	64	36
Integrating education technologies into instruction	73	27	68	32	60	40

*For music specialists, this refers to applied study in performing music. Music specialists were also asked about applied study in improvising, arranging, or composing music, in which 66 percent participated for 1 to 8 hours and 34 percent participated for more than 8 hours.

NOTE: Percentages are based on those teachers who participated in professional development activities in a particular content area.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Elementary School Music Specialists," "Survey of Elementary School Visual Arts Specialists," and "Arts Surveys of Elementary School Classroom Teachers," FRSS 77.

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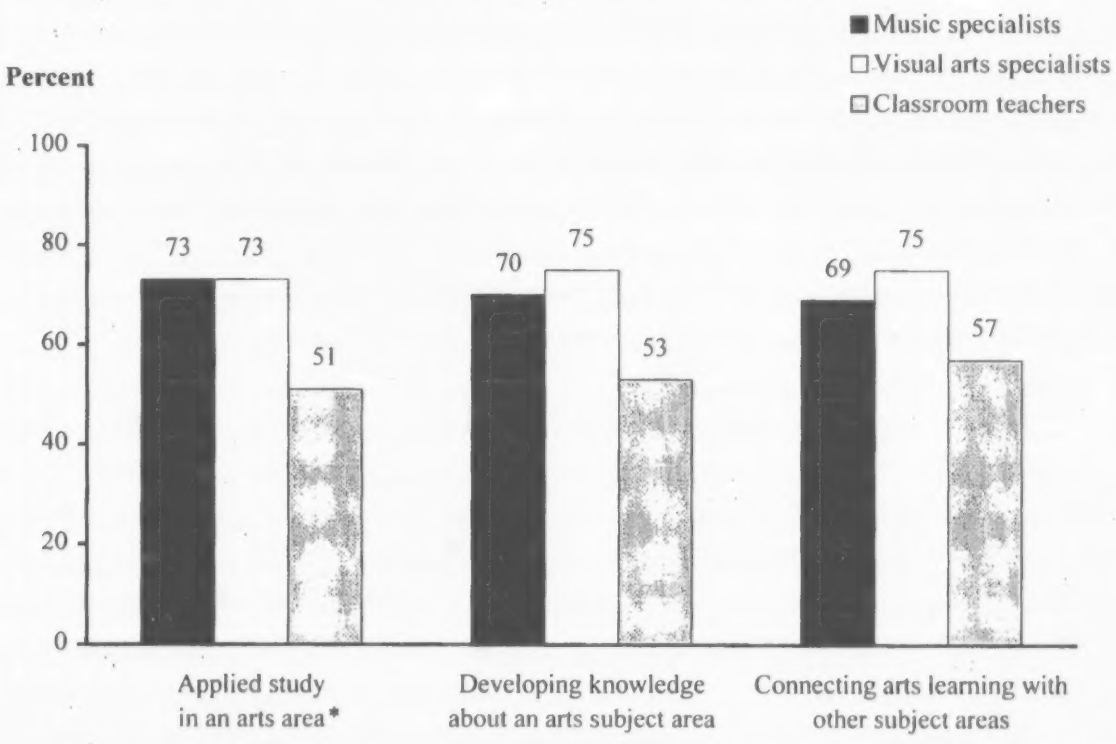
Perceived impact of professional development. Since the rationale behind professional development programs is to provide an opportunity for teachers to upgrade their knowledge, skills, and practices, it is useful to explore the extent to which teachers believed their participation in these activities helped them to achieve these objectives. The surveys asked teachers to assess the extent to which they believed their participation in these activities improved their teaching. Response categories ranged from "not at all" to "a great extent." Overall results showed, for each activity focusing on arts instruction, that 69 to 75 percent of music and visual arts specialists who participated in professional development thought that the activities improved their teaching skills to a moderate or great extent (figure 24). Fewer regular classroom teachers (between 51 and 57 percent) evaluated their participation in arts-related professional development activities in this way.

Figure 24.—Percent of public elementary school music specialists, visual arts specialists, and classroom teachers who participated in professional development activities focusing on arts instruction in the last 12 months and indicated that the activity improved their teaching to a moderate or great extent: Academic year 1999–2000



*For music specialists, this refers to applied study in performing music. Music specialists were also asked about applied study in improvising, arranging, or composing music, in which 31 percent had participated. Of those, 64 percent indicated improvement in their teaching to a moderate or great extent.

NOTE: Percentages are based on those who participated in professional development activities in a particular content area.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Elementary School Music Specialists," "Survey of Elementary School Visual Arts Specialists," and "Arts Survey of Elementary School Classroom Teachers," FRSS 77.

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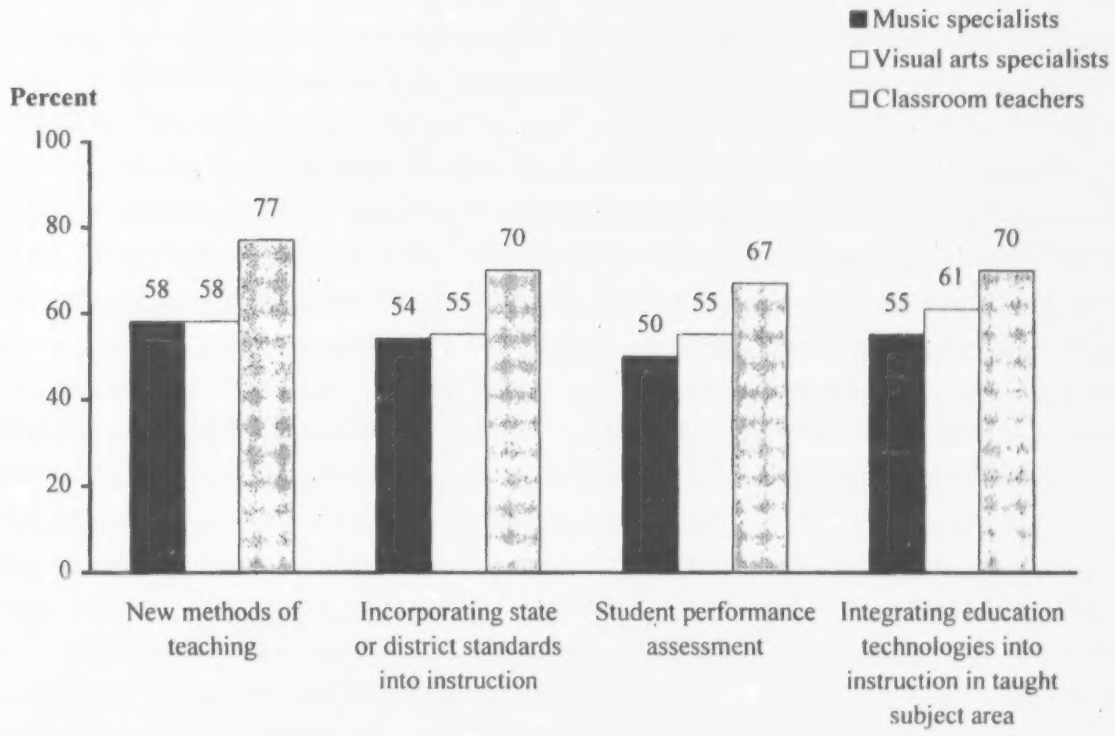
With respect to professional development activities designed for all teachers, 50 to 61 percent of music and visual arts specialists who participated reported that these activities had improved their teaching to a moderate or great extent (figure 25). Classroom teachers were more likely than music and visual arts specialists to report that new methods of teaching (77 percent versus 58 and 58 percent), incorporating state or district standards into instruction (70 percent versus 54 and 55 percent), and student performance assessment (67 percent versus 50 and 55 percent) improved their teaching to a moderate or great extent.

Work Environment

A supportive work environment includes features such as reasonable teaching load, adequate time for planning and preparation, adequate facilities, equipment, and materials, and the opportunity to interact and exchange ideas with other teachers. In addition, the perceptions teachers have of parent and staff support may have an impact on their approach to their jobs, and is therefore an important feature of the environment in which they work. Arts specialists and regular classroom teachers were asked about these features of their work environments.

Figure 25.—Percent of public elementary school music specialists, visual arts specialists, and classroom teachers who participated in professional development activities designed for all teachers in the last 12 months and indicating that the activity improved their teaching to a moderate or great extent: Academic year 1999–2000



NOTE: Percentages are based on those who participated in professional development activities in a particular content area.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Elementary School Music Specialists," "Survey of Elementary School Visual Arts Specialists," and "Arts Surveys of Elementary School Classroom Teachers," FRSS 77.

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Teaching Load and Time for Planning and Preparation

In 1999–2000, 44 percent of music specialists and 51 percent of visual arts specialists reported that they taught at only one school (table 42). Thirty percent of music specialists and 33 percent of visual arts specialists taught at two schools, and 12 percent of music specialists and 10 percent of visual arts specialists taught at three schools. Fifteen percent of music specialists and 6 percent of visual arts specialists taught at four or more schools.

On a typical school day in 1999–2000, music specialists taught on average six different classes of students, and visual arts specialists taught five classes (table 43). During a typical school week, music specialists taught an average of 24 different classes of students across all schools, and visual arts specialists taught an average of 22 different classes. Music and visual arts specialists were asked to report the total number of students that they taught at the time of the survey, counting all students across all schools if they taught at more than one school. Music specialists taught an average of 450 students per week at the time of the survey, and visual arts specialists taught an average of 555 students per week.

Table 42.—Percentage distribution of public elementary school music and visual arts specialists, by the number of schools at which they teach: Academic year 1999–2000

Type of teacher	1 school	2 schools	3 schools	4 schools or more
Music specialists	44	30	12	15
Visual arts specialists	51	33	10	6

NOTE: Row percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Elementary School Music Specialists," and "Survey of Elementary School Visual Arts Specialists," FRSS 77.

Table 43.—Means for various indicators of teaching load for public elementary school music and visual arts specialists: Academic year 1999–2000

Indicator of teaching load	Music specialists	Visual arts specialists
Mean number of classes taught in a typical school day*	6	5
Mean number of classes taught in a typical school week, across all schools	24	22
Mean number of students taught in total, across all schools	450	555

*Refers to a day at the school named on the cover of the questionnaire.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Elementary School Music Specialists," and "Survey of Elementary School Visual Arts Specialists," FRSS 77.

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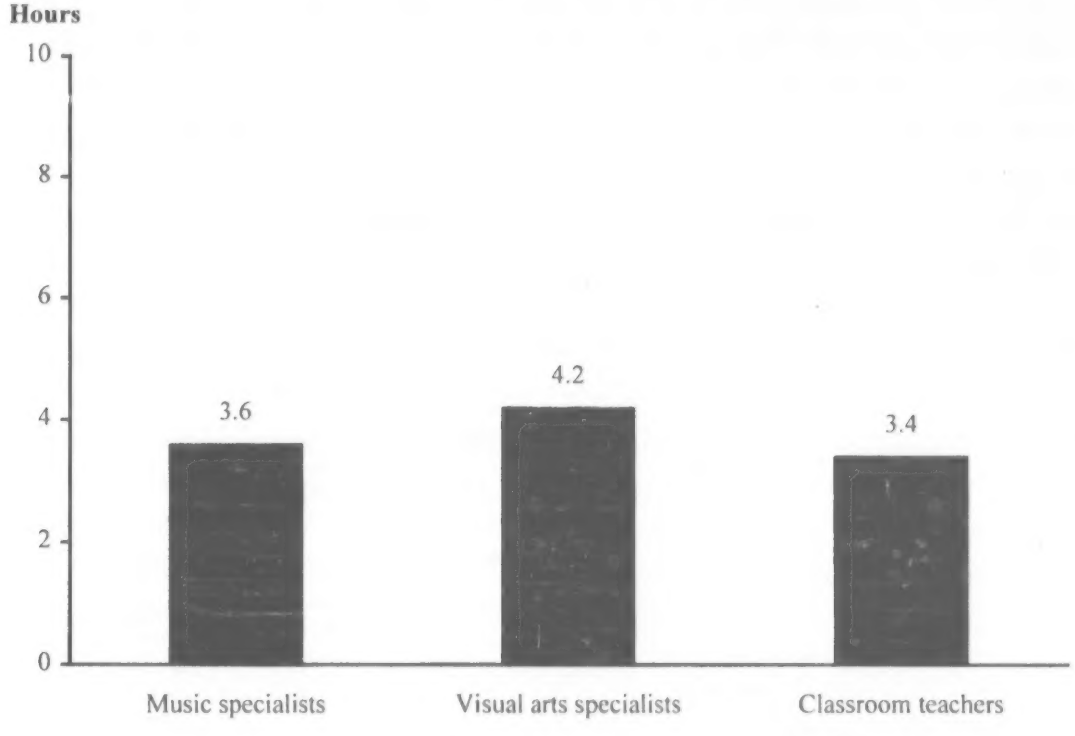
Finally, the amount of time during the school day that teachers have set aside for planning and preparation can make a difference in teaching load. There were some differences in the amount of time arts specialists and classroom teachers had for this purpose. During a typical school week in 1999–2000, visual arts specialists had an average of 4.2 hours each week designated for planning and preparation during regular school hours (i.e., when students were in attendance) (figure 26). Music specialists and classroom teachers had slightly less time designated for these purposes (3.6 and 3.4 hours, respectively).

Views of Arts Specialists on Facilities, Equipment, and Other Resources

Designated rooms, proper equipment, a wide range of supplies and materials, and state-of-the-art technologies may facilitate arts specialists' abilities to present students with a wide range of tools with which they can explore the arts. In addition, teachers may benefit from adequate instructional time with students as well as adequate time to prepare for their classes. The surveys asked elementary school music and visual arts specialists to rate the adequacy of a variety of supports for teaching music or visual arts. Response options ranged from "not at all adequate" to "completely adequate."

Figure 26.—Mean number of hours teachers have designated as planning or preparation time when students are in attendance during a typical school week, by type of teacher: Academic year 1999–2000



SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Elementary School Music Specialists," "Survey of Elementary School Visual Arts Specialists," and "Arts Surveys of Elementary School Classroom Teachers," FRSS 77.

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Views of music specialists. Forty-three percent of music specialists rated their elementary schools' classroom equipment as completely adequate, and 35 percent rated their schools' dedicated room or space as completely adequate (table 44). On the other hand, 51 percent of music specialists rated their schools' electronic technological support as not at all adequate. In addition, 23 percent of music specialists rated the time they had available for individual or collaborative planning as not at all adequate, and 38 percent rated it as minimally adequate.

Views of visual arts specialists. Forty percent of visual arts specialists reported that the dedicated room or space for visual arts instruction that their schools provided was completely adequate. Many visual arts specialists in public elementary schools rated the art materials—expendable resources such as paint, ink, clay, and paper—at their schools as completely adequate (36 percent). Many also rated the art tools, such as brushes, brayers, and clay tools, as completely adequate (36 percent). On the other hand, visual arts specialists indicated that the electronic technologies used in the study and creation of art were either not at all adequate (30 percent) or minimally adequate (37 percent). Twenty-four percent rated the time they had available for individual or collaborative planning as not at all adequate, and 36 percent rated it as minimally adequate.

Table 44.—Percentage distribution of public elementary school music and visual arts specialists indicating how adequate are various aspects of their schools' arts programs in support of their instruction: Academic year 1999–2000

Type of support	Not at all adequate	Minimally adequate	Moderately adequate	Completely adequate
Music specialists				
Facilities (dedicated room or space for music instruction)	15	21	29	35
Instructional resources (materials and supplies for music instruction, such as sheet music, tapes, and CDs)	6	31	37	26
Classroom instruments (instruments typically used by students in the general music classroom)	10	26	42	22
Orchestra or band instruments (instruments available for students wishing to participate in the school string/orchestra or band program)	13	36	37	13
Classroom equipment (equipment typically used in the general music classroom, such as a piano or a stereo system)	4	17	37	43
Technologies (electronic equipment used in the study and creation of music, such as computer, MDI keyboards, and sequencers)	51	26	15	7
Instructional time with students	3	31	48	19
Time for individual or collaborative planning	23	38	29	10
Visual arts specialists				
Facilities (dedicated room or space for visual arts instruction)	15	16	28	40
Instructional resources (reusable resources used for instruction in visual arts, such as art prints, slides, and videotapes)	11	28	36	24
Art materials (expendable resources such as paint, ink, clay, and paper)	1	17	46	36
Art tools (equipment used to create and learn about visual arts, such as brushes, scissors, brayers, and clay tools)	0	19	44	36
Classroom equipment (equipment used to create and learn about visual arts, such as cameras, kilns, and easels)	16	30	34	21
Technologies (electronic equipment used in the study and creation of art, such as computers, scanners, and video equipment)	30	37	20	13
Instructional time with students	3	27	41	28
Time for individual or collaborative planning	24	36	28	13

NOTE: Row percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Elementary School Music Specialists," and "Survey of Elementary School Visual Arts Specialists," FRSS 77.

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Status and Integration of Arts Education into Overall School Programs

Some advocates of arts education contend that the strength of arts education in the nation's schools may be contingent upon the integration of the arts into other academic subject areas (Wilson 1997). Music and visual arts specialists were asked about the extent of their participation in a variety of activities involving collaboration among teachers and the integration of arts instruction into the broader curriculum.

Findings show that music and visual arts specialists were able to collaborate to some extent with regular classroom teachers on arts instruction issues. For instance, 49 percent of music specialists and 45 percent of visual arts specialists indicated that they consulted a few times a year with classroom teachers about integrating their subjects into a lesson or unit of study (table 45). However, visual arts specialists were more likely than music specialists to engage in this activity at least once a month (33 percent versus 17 percent). Similarly, visual arts specialists were more likely than music specialists to collaborate with other teachers at least once a month in designing and teaching an interdisciplinary lesson that included their subject (24 percent versus 10 percent). About half or more of both music and visual arts specialists never had a common planning period with other arts specialists (55 percent and 59 percent, respectively) or visited classrooms of colleagues who teach arts subjects (63 percent and 65 percent, respectively).

Table 45.—Percentage distribution of public elementary school music and visual arts specialists reporting frequency of participation in various collaborative activities related to arts instruction within the last 12 months: Academic year 1999–2000

Arts-specific collaborative activity	Music specialists			Visual arts specialists		
	Never	A few times a year	At least once a month	Never	A few times a year	At least once a month
Common planning period with other arts specialists at the school	55	27	18	59	23	19
Consulting with classroom teachers about integrating arts subject taught into a lesson or unit of study that they teach	34	49	17	22	45	33
Collaborating with other teachers on designing and teaching an interdisciplinary lesson or unit of study that includes taught subject	48	43	10	29	48	24
Visiting classrooms of colleagues who teach the same subject	63	32	5	65	28	8

NOTE: Row percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Elementary School Music Specialists," and "Survey of Elementary School Visual Arts Specialists," FRSS 77.

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With respect to collaborative activities that are not arts-specific, arts specialists were as likely as regular classroom teachers to share ideas about teaching with teachers outside their assigned school(s) at least once a month (34 and 30 percent for music and visual arts specialists, respectively, versus 35 percent for classroom teachers) (table 46). However, they were less likely than classroom teachers to have a common planning period with (other) regular classroom teachers at least once a month (7 and 10 percent for music and visual arts specialists, respectively, versus 68 percent for classroom teachers). Further, classroom teachers were more likely than music and visual arts specialists to have participated at least once a month in site-based management or school improvement teams (40 percent versus 18 and 23 percent) and in the preparation of individual educational plans for students with special needs (27 percent versus 5 and 9 percent).

Table 46.—Percentage distribution of public elementary school music specialists, visual arts specialists, and classroom teachers reporting frequency of participation in various collaborative activities related to teaching within the last 12 months: Academic year 1999–2000

Collaborative activity	Music specialists			Visual arts specialists			Classroom teachers		
	Never	A few times a year	At least once a month	Never	A few times a year	At least once a month	Never	A few times a year	At least once a month
Common planning period with (other) regular classroom teachers	74	19	7	61	29	10	14	18	68
Sharing ideas about teaching with teachers outside assigned school(s)	16	50	34	21	49	30	13	51	35
Participating in site-based management or school improvement teams	58	24	18	47	30	23	22	38	40
Providing input in the preparation of Individual Education Plans	65	30	5	60	31	9	13	59	27

NOTE: Row percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Elementary School Music Specialists," "Survey of Elementary School Visual Arts Specialists," and "Arts Survey of Elementary School Classroom Teachers," FRSS 77.

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Support for Arts Education from Parents and School Staff

Overall, 46 percent of music specialists and 44 percent of visual arts specialists strongly agreed with the statement that parents support them in their efforts to educate their children (table 47). Fifty-eight percent of music specialists and 53 percent of visual arts specialists strongly agreed that they were supported by the administration at their schools. Twenty-five percent of music specialists and 31 percent of visual arts specialists strongly agreed with the statement that other teachers considered the arts subject they taught as an important part of their school's curriculum.

Music specialists differed from visual arts specialists with respect to their belief that administrators and other teachers favored interdisciplinary instruction that included their subject area. Thirty-eight percent of visual arts specialists strongly agreed with this statement, compared with 23 percent of music specialists. Also, visual arts specialists were more likely than music specialists to strongly agree that students were motivated to do well in their classes (64 percent versus 45 percent).

Curriculum and Instruction in the Arts

In 1992, the National Council on Education Standards and Testing (NCEST) issued a report entitled Raising Standards for American Education. A Report to Congress, the Secretary of Education, the National Education Goals Panel, and the American People (1992). It called for the development of voluntary national education standards, along with aligned systems of assessment in core subjects. In 1994, the voluntary National Standards for Arts Education were published (Consortium of National Arts Education Associations 1994). These standards were designed to establish clear guidelines for what a student should know and be able to do in the arts. Specifically, they promoted the notion that students should develop an understanding of such questions as the following: What are the arts? How do artists work, and what tools do they use? How do traditional, popular, and classical art forms influence one another? Why are the arts important to me and my society?

Table 47.—Percentage distribution of public elementary school music and visual arts specialists indicating the degree to which they agree with various statements about how instruction in music and visual arts is valued at their schools: Academic year 1999–2000

Supportive statement	Music				Visual arts			
	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
Parents support me in my efforts to educate their children	2	6	46	46	2	6	48	44
The administration supports me in my work	3	11	28	58	3	11	33	53
Other teachers consider my subject an important part of the school's curriculum	6	20	49	25	4	16	48	31
The school administrators and teachers are in favor of interdisciplinary instruction that includes my subject	5	18	54	23	4	13	46	38
Students are motivated to do well in my class	2	10	43	45	1	6	29	64

NOTE: Row percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Elementary School Music Specialists," and "Survey of Elementary School Visual Arts Specialists," FRSS 77.

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The 2000 surveys of elementary public school music and visual arts specialists included questions about the instructional program in each arts subject, whether it was based on a local or district curriculum guide, aligned with state standards or the National Standards, or integrated with other arts or non-arts subjects. Arts specialists were also asked to indicate the extent to which they emphasized various goals or objectives of student learning, and the kinds of assessments that they used to determine student progress and achievement. To assess the extent to which arts instruction took place in students' regular classrooms, the classroom teacher survey included a question about whether or not different arts subjects were incorporated into instruction in other subject areas.

Arts specialists and regular classroom teachers were asked to indicate whether four statements about arts curricula described the instructional programs that they followed. Specifically, they were asked whether their schools' instructional programs in the arts were (1) based on a written, sequential, local (or district) curriculum guide, (2) aligned with their state's standards or the National Standards for Arts Education, (3) integrated with other arts subjects, and (4) integrated with other academic subjects.

Eighty-six percent of music specialists and 87 percent of visual art specialists reported that their instructional programs were aligned with their state's standards or the National Standards for Arts Education (table 48). Most arts specialists also indicated that their programs were based on a local or district curriculum guide (79 percent of music specialists and 73 percent of visual arts specialists). However, visual arts specialists were more likely than music specialists to report that their programs either were integrated with other arts subjects (69 percent versus 41 percent) or with other academic subjects (77 percent versus 47 percent).

Ninety-two percent of classroom teachers indicated that they included arts instruction in some aspects of their instructional program. Of these, 22 percent indicated that their arts curriculum was based on a local or district curriculum guide, but 17 percent did not know if it was or not (not shown in tables). Twenty-nine percent indicated that their arts curriculum was aligned with arts standards, while 56 percent reported that they did not know if this was the case. Eighty-eight percent of classroom teachers indicated that their arts instruction was integrated with other academic subjects.

Table 48.—Percent of public elementary school music specialists, visual arts specialists, and classroom teachers reporting various characteristics of the arts curriculum that is taught at their schools: Academic year 1999–2000

Characteristic of arts curriculum	Music specialists	Visual arts specialists	Classroom teachers*
Based on a local or district curriculum guide	79	73	22
Aligned with state standards or National Standards for Arts Education	86	87	29
Integrated with other arts subjects	41	69	(—)
Integrated with other academic subjects	47	77	88

— Not available; statistic not collected for the classroom teacher survey.

*Percentages are based on the 92 percent of regular classroom teachers who reported including arts instruction in any aspect of their instructional program.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Elementary School Music Specialists," and "Survey of Elementary School Visual Arts Specialists," and "Arts Survey of Elementary School Classroom Teachers," FRSS 77.

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Classroom teachers who included arts instruction were also asked a series of questions addressing the extent to which they incorporated various arts subjects into their instruction in other areas (table 49). Fifteen percent of classroom teachers incorporated music into their instruction to a great extent, and 27 percent incorporated visual arts into their instruction to a great extent. Twenty-eight percent of classroom teachers indicated that they teach thematic units that integrate various subjects, including the arts, to a great extent. On the other hand, 55 percent of classroom teachers reported never having incorporated dance into instruction, and 49 percent never used prepackaged curriculum materials or textbooks to teach the arts.

Goals and Objectives of Student Learning

The National Standards for Arts Education provides lists of content standards for each arts area. In order to capture the extent to which arts teachers were addressing these content standards, the content standards for music and visual arts were used as a basis for developing the survey questions about the goals and objectives of student learning. Music and visual arts specialists were asked to indicate the extent to which they emphasized various goals and objectives in their instruction.

Table 49.—Percentage distribution of public elementary school classroom teachers, according to the extent to which they included the arts in their instruction, by type of activity: Academic year 1999–2000

Activity	Not at all	Small extent	Moderate extent	Great extent
Incorporate music into instruction in other subject areas	10	48	27	15
Incorporate visual arts into instruction in other subject areas	1	23	49	27
Incorporate drama/theatre into instruction in other subject areas	10	52	30	8
Incorporate dance into instruction in other subject areas	55	33	9	3
Teach thematic units that integrate subjects, including the arts	7	27	38	28
Use prepackaged curriculum materials or textbooks to teach the arts	49	36	11	3

NOTE: Percentages are based on the 92 percent of regular classroom teachers who reported including arts instruction in any aspect of their instructional program. Row percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, and "Arts Survey of Elementary School Classroom Teachers," FRSS 77.

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Goals and objectives for student learning in music. The two content areas in which the highest percentage of music specialists placed major emphasis in their teaching were singing a varied repertoire of music (54 percent), and reading and notating music (51 percent) (table 50).[23] Twenty-seven percent of music specialists placed no emphasis on composing and arranging music, and 48 percent indicated a minor emphasis on this objective of student learning. Sixteen percent of music specialists gave no emphasis to improvising melodies, variations, and accompaniments, and 50 percent gave minor emphasis. Goals such as these may be viewed as more appropriate for secondary school students, although the National Standards for Music Education do include several achievement standards at the elementary level under each of these topics.

Table 50.—Percentage distribution of public elementary school music specialists reporting the degree to which they emphasize various goals or objectives of student learning: Academic year 1999–2000

Goal or objective in music	No emphasis	Minor emphasis	Moderate emphasis	Major emphasis
Singing a varied repertoire of music	10	9	27	54
Performing a varied repertoire on a range of instruments	8	28	40	24
Improvising melodies, variations, and accompaniments	16	50	27	7
Composing and arranging music	27	48	19	6
Reading and notating music	2	10	38	51
Listening to, analyzing, and describing music	3	24	45	29
Evaluating music and music performances	7	29	41	23
Learning about the expressive possibilities of music	1	19	39	41
Making connections between music, the other arts, and other disciplines	4	31	37	29
Understanding music in relation to history and cultures	3	28	37	32

NOTE: Row percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Elementary School Music Specialists," FRSS 77.

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[23] An exception was that music specialists were as likely to place major emphasis on learning about the expressive possibilities of music (41 percent) as on reading and notating music (51 percent). Although the difference between estimates appears large, it is not statistically significant because the estimates have relatively large standard errors (2.8 and 2.8, respectively).

Goals and objectives for student learning in visual arts. The content areas in which the highest percentage of visual arts teachers placed major emphasis were understanding and applying various media, techniques, and processes (72 percent) and using knowledge of elements, functions, and principles of art (69 percent) (table 51). Fifty-six percent of visual arts teachers also placed major emphasis on creating works in a broad range of art forms (i.e., fine arts, design arts, or crafts), and 51 percent placed major emphasis on understanding the visual arts in relation to history and cultures. Few visual arts specialists reported placing no emphasis on the content areas included in the survey (3 percent or less), and 20 percent or fewer of the specialists placed minor emphasis on any areas (3 to 19 percent).

Assessment in the Arts

Teachers were asked whether they used any formal assessments of student achievement, and if so, to indicate the extent to which they used various assessment techniques. Many music and visual arts specialists did use some formal assessments to determine student progress and achievement (91 percent of music specialists, and 87 percent of visual arts teachers). Forty-eight percent of classroom teachers who included arts instruction in any aspect of their instructional program indicated that they used some formal assessments to evaluate student progress in their arts instruction (not shown in tables).

Table 51.—Percentage distribution of public elementary school visual arts specialists reporting the degree to which they emphasize various goals or objectives of student learning: Academic year 1999–2000

Goal or objective in visual art	No emphasis	Minor emphasis	Moderate emphasis	Major emphasis
Creating works in a broad range of art forms	1	7	36	56
Understanding and applying various media, techniques, and processes	(#)	3	25	72
Using knowledge of elements, functions, and principles of art	0	4	26	69
Choosing and evaluating a range of subject matter, symbols, and ideas	1	11	42	46
Learning about the expressive possibilities of visual arts	(#)	11	44	45
Reflecting upon and assessing own or others' work	(#)	18	52	29
Making connections between visual arts, other arts, and other disciplines	3	19	41	37
Understanding visual arts in relation to history and cultures	1	14	34	51

#Estimate less than 0.5 percent.

NOTE: Row percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Elementary School Visual Arts Specialists," FRSS 77.

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Music specialists relied on the processes of creating art and the products that result from these processes in their assessment of student learning. Eighty-seven percent of music specialists used observation of students as an assessment strategy to a great extent, and 56 percent used performance tasks to a great extent (table 52). On the other hand, selected-response assessments, short written answers or essays, portfolio collections of student work, and developed rubrics were used by 12 percent or fewer of music specialists to a great extent (12 percent, 3 percent, 6 percent, and 6 percent, respectively).

Visual art specialists also relied on observation of students and performance tasks or projects. Eighty-two percent used observation to a great extent, and 73 percent used performance tasks or projects to a great extent. Thirty-five percent of visual arts specialists used portfolio collections of student work to a great extent. However, few visual arts specialists indicated that they rely to a great extent on selected-response assessments (3 percent), short written answers or essays (4 percent), or developed rubrics (14 percent).

Sixty-one percent of regular classroom teachers who reported incorporating arts into their classrooms and assessing student progress in art-related activities used observation to evaluate that progress to a great extent. Performance tasks or projects were used to a great extent by 44 percent of these classroom teachers, and 27 percent used portfolio collections of student work as an assessment technique to a great extent.

Table 52.—Percentage distribution of public elementary school music specialists, visual arts specialists, and classroom teachers reporting the extent to which they use various types of assessments in their arts instruction: Academic year 1999–2000

Extent of use	Observation	Selected-response assessments	Short written answers or essays	Performance tasks or projects	Portfolio collections of student work	Developed rubrics
Music specialists[1]						
Not at all	1	25	47	3	67	54
Small extent	2	30	35	12	19	25
Moderate extent	10	33	16	29	9	15
Great extent	87	12	3	56	6	6
Visual arts specialists[2]						
Not at all	(#)	52	45	3	23	35
Small extent	1	31	34	5	19	26
Moderate extent	17	13	18	19	24	25
Great extent	82	3	4	73	35	14
Classroom teachers[3]						
Not at all	3	61	53	7	24	43
Small extent	10	23	23	18	23	24
Moderate extent	26	13	16	31	26	20
Great extent	61	3	7	44	27	13

#Estimate less than 0.5 percent.

[1]Percentages are based on the 91 percent of music specialists who reported including arts instruction in any aspect of their instructional program and doing any formal assessments in the arts.

[2]Percentages are based on the 87 percent of visual arts specialists who reported including arts instruction in any aspect of their instructional program and doing any formal assessments in the arts.

[3]Percentages are based on the 44 percent of regular classroom teachers who reported including arts instruction in any aspect of their instructional program and doing any formal assessments in the arts.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Elementary School Music Specialists," "Survey of Elementary School Visual Arts Specialists," and "Arts Survey of Elementary School Classroom Teachers," FRSS 77.

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Involvement in the Arts Outside of School

To gain information on teachers' engagement in the arts outside of their teaching professions, arts specialists were asked to indicate the extent to which they participated in a variety of activities related to the arts. This information provides some indication of whether teachers keep their knowledge and skills current through performing and creating their own artwork, studying or writing about art, or responding to the artwork of others.

Music specialists were most likely to participate to a great extent in performing as a soloist or with an ensemble (38 percent) and attending live music performances (33 percent) (table 53). Visual arts specialists were most likely to participate to a great extent in creating works of art (27 percent) and viewing and responding to the works of other artists (31 percent) (table 54). Classroom teachers reported some engagement in the arts outside of their school duties. Thirteen percent reported that they participated to a great extent in attending museums or arts performances, and 43 percent reported doing so to a moderate extent (table 55). Some classroom teachers created or performed works of art as well, with 7 percent indicating that they do so to a great extent and 16 percent doing so to a moderate extent.

Table 53.—Percentage distribution of public elementary music specialists reporting the extent to which they participate in various activities related to music outside of their regular school duties, by type of activity: Academic year 1999–2000

Activity	Not at all	Small extent	Moderate extent	Great extent
Provide instrument/voice instruction	31	27	21	21
Perform as a soloist or with an ensemble	17	15	30	38
Compose or arrange music	43	30	18	10
Conduct community or other ensembles	51	18	15	16
Attend live music performances	1	23	43	33
Study, critique, or write about music	52	30	11	7
Provide arts leadership in community or state	44	30	19	8

NOTE: Row percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Elementary School Music Specialists," "Survey of Elementary School Visual Arts Specialists," and "Arts Survey of Elementary School Classroom Teachers," FRSS 77.

Table 54.—Percentage distribution of public elementary visual arts specialists reporting the extent to which they participate in activities related to visual arts outside of school duties, by type of activity: Academic year 1999–2000

Activity	Not at all	Small extent	Moderate extent	Great extent
Teach art at a studio or gallery	74	12	8	6
Create works of art	5	28	40	27
Exhibit works of art	44	29	17	9
View and respond to art at museums or galleries	6	21	42	31
Study, critique, or write about art	35	33	22	11
Provide arts leadership in community or state	39	33	20	8

NOTE: Row percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Elementary School Visual Arts Specialists," FRSS 77.

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Table 55.—Percentage distribution of public elementary classroom teachers reporting the extent to which they participate in activities related to the arts outside of school duties, by type of activity: Academic year 1999–2000

Activity	Not at all	Small extent	Moderate extent	Great extent
Create or perform works of art	52	25	16	7
Teach one of the arts	88	7	3	3
View or respond to art	11	33	43	13
Study, critique, or write about art	81	14	4	1
Provide arts leadership in community or state	88	9	2	1

NOTE: Row percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, and "Arts Survey of Elementary School Classroom Teachers," FRSS 77.

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5. CONCLUSIONS

This report is based on data that were collected from elementary and secondary school principals and from elementary school arts specialists and classroom teachers during the 1999–2000 school year. At the time of the surveys, there were no national data sources that specifically addressed the condition of arts education in the nation's public schools. The study upon which this report was based aimed to fill this data gap by providing a national profile of arts education in public elementary and secondary schools in 1999–2000. Information was collected from school principals on a wide variety of topics related to how the arts were delivered in the nation's regular public schools, such as the availability and characteristics of instructional programs in music, visual arts, dance, and drama/theatre; staffing; space for arts instruction; and funding sources. Other topics included supplemental programs and activities in the arts, administrative support, and the perceived status of the arts among school staff and parents. Information was gathered in the teacher surveys on the educational backgrounds of music specialists, visual arts specialists, and self-contained classroom teachers at the elementary level, their professional development activities, their work environments, their views on the resources made available to them, and their instructional practices. This chapter summarizes findings across this broad array of topics, highlights noteworthy comparisons, and draws some general conclusions.

Arts Instruction in Public Elementary and Secondary Schools

Arts instruction is carried out differently within elementary and secondary schools. At the secondary level, arts instruction is provided primarily through elective courses and is often taught by multiple specialists in each of the four arts subjects. In contrast, at the elementary level, arts instruction is usually limited to music and visual arts and is part of a standard curriculum in which all students participate (Carey et al. 1995). It is for these reasons that distinct surveys were sent to elementary and secondary school principals. Further, given these fundamental differences in the ways in which the arts are delivered at the elementary and secondary levels, comparisons across education levels are not appropriate.

Elementary Schools

Findings from the elementary school survey indicate that music and visual arts instruction were available in most of the nation's regular elementary schools (94 percent and 87 percent, respectively). Dance and drama/theatre instruction were less commonly available at the elementary level (20 percent and 14 percent, respectively). Of those schools offering instruction in arts subjects, dedicated rooms with special equipment were used for music by 67 percent of schools, for visual arts by 56 percent, for dance by 14 percent, and for drama/theatre by 13 percent of schools.

Overall, 72 percent of elementary schools that offered music instruction and 55 percent of elementary schools that offered visual arts instruction employed full-time specialists to teach these subjects. Full-time specialists in dance were employed by 24 percent of elementary schools that offered this subject, and full-time specialists in drama/theatre were employed by 16 percent of elementary schools that offered it. Dance was more likely than music to be taught by artists-in-residence, while drama/theatre was more likely than both music and visual arts to be taught by artists-in-residence (15 percent of schools for dance and drama/theatre, 3 percent for music, and 6 percent for visual arts). Also, dance and drama/theatre were both more likely than music and visual arts to be taught by other faculty or volunteers (20 percent for dance, 17 percent for drama/theatre, 4 percent for music, and 6 percent for visual arts) in elementary schools.

As for space, elementary schools were more likely to have a dedicated room with special equipment for teaching music (67 percent) than visual arts (56 percent), dance (14 percent), and drama/

theatre (13 percent). Elementary schools were equally likely to have a district curriculum guide in music as in visual arts (81 percent versus 78 percent). They were less likely to have guides in dance (49 percent) or drama/theatre (36 percent). During the 1998–99 school year, 77 percent of all regular public elementary schools sponsored field trips to arts performances and 65 percent sponsored field trips to art galleries or museums. Thirty-eight percent sponsored visiting artists, 22 percent sponsored artists-in-residence, and 51 percent of public elementary schools sponsored after-school activities in the arts during the 1998–99 school year.

Secondary Schools

Among secondary schools, survey results indicate that 90 percent offered music instruction during the regular school day in 1999–2000, and 93 percent offered visual arts instruction. Fourteen percent of secondary schools offered instruction in dance, and 48 percent offered instruction in drama/theatre during the regular school day in 1999–2000. In 1999–2000, 91 percent of public secondary schools that offered music instruction had dedicated music rooms with special equipment for teaching the subject, and 87 percent of those with visual arts instruction had dedicated art rooms with special equipment. Of the schools that offered dance, 41 percent provided dedicated dance spaces with special equipment, and of those that offered drama/theatre, 53 percent provided dedicated theatre spaces with special equipment.

Most public secondary schools that offered music, visual arts, dance, and drama/theatre employed full-time specialists to teach these subjects, with 91 percent having one or more full-time music specialists, 94 percent having one or more full-time visual arts specialists, 77 percent having one or more full-time dance specialists, and 84 percent having one or more full-time drama/theatre specialists. Secondary schools were more likely to have two or more full-time teachers who taught courses in music than in visual arts (53 percent versus 32 percent), although it should be noted that some of the full-time teachers included in these percentages might have taught music courses (e.g., band) and yet not be music specialists.

Secondary schools were more likely to have curriculum guides in music and visual arts than in dance and drama/theatre (86 and 87 percent versus 68 and 75 percent, respectively). During the 1998–99 school year, field trips to arts performances were sponsored by 69 percent of all regular public secondary schools, and 68 percent sponsored field trips to art galleries or museums. Thirty-four percent of secondary schools sponsored visiting artists, 18 percent sponsored artists-in-residence, and 73 percent sponsored after-school activities in the arts during the 1998–99 school year.

Differences by School Characteristics

Findings of the elementary and secondary surveys reveal that how the arts were taught in 1999–2000 varied to some extent by school characteristics such as enrollment size, locale, region, percentage minority enrollment, and poverty concentration. In general, large schools, schools in the Northeast (especially at the secondary level), schools with low minority enrollments, and schools with low poverty concentrations tended for some indicators to show more activity in arts education.

School enrollment size. Large elementary schools (600 students or more) were more likely than small elementary schools (less than 300 students) to employ full-time music specialists (80 percent versus 57 percent) and visual arts specialists (70 percent versus 45 percent), have dedicated rooms with special equipment for teaching visual arts (67 percent versus 41 percent), sponsor field trips to art performances (86 versus 67 percent), provide after-school activities in the arts (65 percent versus and 40 percent), and have a district level coordinator in the arts (65 percent versus 42 percent).

Large secondary schools (1,000 or more students) were more likely than small secondary schools (less than 400 students) to provide instruction in music (95 percent versus 84 percent), visual arts (98 percent versus 85 percent), dance (32 percent versus 5 percent), and drama/theatre (75 percent versus 30 percent). Also, large secondary schools were more likely to offer more than six courses in music (48 percent versus 9 percent) and visual arts (39 percent versus 7 percent), sponsor field trips to art galleries or museums (82 percent versus

64 percent), sponsor after-school activities in the arts (83 percent versus 64 percent), and have a district-level coordinator in the arts (53 percent versus 39 percent).

Region. At the elementary school level, schools in the West differed from those in other regions on a variety of items. For example, schools in the West were less likely than schools in the Northeast and Central regions to employ full-time specialists to teach music (57 percent versus 76 and 80 percent), and to have a district curriculum guide for music (71 percent versus 91 and 88 percent). In addition, schools in the West were less likely than all other regions to employ full-time specialists to teach visual arts (26 percent versus 55 to 76 percent), have a district curriculum guide for visual arts (62 percent versus 83 to 89 percent), and have arts specialists on site-based management teams (36 percent versus 63 to 76 percent).

At the secondary school level, schools in the Northeast were notably different from other regions with respect to some aspects of their arts education programs. Specifically, schools in the Northeast were more likely than schools in the other regions to offer more than six visual arts courses during the 1998–99 school year (34 percent versus 8 to 19 percent), have two or more full-time teachers who taught visual arts courses during the 1998–99 school year (50 percent versus 25 to 33 percent), sponsor artists-in-residence (33 percent versus 14 to 16 percent), include the arts in their schools' mission statements (79 percent versus 58 to 60 percent), and have school improvement initiatives related to arts education (72 percent versus 38 to 50 percent).

Percentage minority enrollment and poverty concentration. Although the percentages of elementary schools offering instruction in music and visual arts did not vary by minority enrollment or poverty concentration in 1999, elementary schools did vary by percentages of minority enrollment and poverty concentration with respect to several features of their arts education programs. Schools with the lowest minority enrollment (5 percent or less) were more likely than those with the highest minority enrollment (more than 50 percent) to have a dedicated room with special equipment for music instruction (71 percent versus 53 percent) and a district curriculum guide for music (87 percent versus 71 percent). Schools with the lowest poverty concentration (less than 35 percent eligible for free or reduced-price lunch) were more likely than those with the highest poverty concentration (75 percent or more) to have a dedicated room with special equipment for music instruction (70 percent versus 51 percent) and visual arts instruction (65 percent versus 42 percent); a district curriculum guide for music (88 percent versus 73 percent) and visual arts (84 percent versus 70 percent); and input from arts specialists on staff hiring (43 percent versus 21 percent), the curriculum (75 percent versus 50 percent), and the allocation of arts funds (62 percent versus 40 percent).

There was not a great deal of variation at the secondary level by percentage minority enrollment and poverty concentration. Secondary schools with the lowest minority enrollment were more likely than schools with the highest minority enrollment to receive outside funding for their music programs (56 percent versus 33 percent) and to have two or more full-time teachers who taught courses in visual arts (54 percent versus 23 percent). Schools with the lowest poverty concentration were more likely than those with the highest poverty concentration to receive outside funding for their music programs (54 percent versus 23 percent), and to have a dedicated space with special equipment for visual arts. There was no variation by either minority enrollment or poverty concentration with respect to the availability of music and visual arts instruction.

Arts Teachers in Public Elementary Schools

As a complement to the elementary school survey, the elementary school music specialist, visual arts specialist, and self-contained classroom teacher surveys provided data on a broad range of topics regarding how the arts were taught in the nation's public elementary schools in 1999–2000. Topics included the educational backgrounds (e.g., degrees, certification, years of experience) of music specialists, visual arts specialists, and classroom teachers; participation in professional development activities; teaching load; teaching

practices; collaboration and integration of the arts into other areas of the curriculum; and teacher involvement in arts-related activities outside of school. Classroom teachers were included in the survey to compare the qualifications and teaching responsibilities of arts specialists to those of non-arts teachers and to determine the extent to which classroom teachers were incorporating the arts into their instruction and participating in professional development relevant to arts instruction.

Virtually all teachers surveyed had a bachelor's degree in 1999–2000 (99.9 percent), and close to half of all music specialists, visual arts specialists, and classroom teachers held a master's degree (45 percent, 39 percent, and 43 percent, respectively). Most teachers were certified in the field of their main teaching assignment. Most music specialists (91 percent) were certified to teach music, and 90 percent of the teachers that were certified to teach music had regular, standard, or professional certification. Similarly, 89 percent of visual arts specialists were certified to teach art, of which 89 percent indicated that they had a regular, standard, or professional certification. One hundred percent of regular classroom teachers had a general elementary education certificate, of which 93 percent held a regular, standard, or professional certificate.

As for professional development, music specialists (49 to 72 percent) and visual arts specialists (56 to 79 percent) were more likely to have participated in arts-related professional development in the last 12 months than were regular classroom teachers (27 to 46 percent). The three arts-related professional development activities asked about were applied study in an arts area, developing knowledge about an arts subject area, and connecting arts learning with other subject areas. On the other hand, classroom teachers (84 to 90 percent) were more likely than music specialists (65 to 78 percent) and visual arts specialists (64 to 81 percent) to have participated in professional development designed for all teachers. The four general professional development activities asked about were new methods of teaching, incorporating state or district standards into instruction, student performance assessment, and integrating education technologies into instruction. It should be noted, however, that many arts specialists participated in general teacher professional development activities, and many classroom teachers participated in activities related to arts education.

Music and visual arts specialists provided information on their teaching load during the 1999–2000 school year. About half of all music and visual arts specialists taught at one school (44 and 51 percent), about a third taught at two schools (30 and 33 percent), and the remainder taught at three or more schools. Music specialists taught on average six classes during a typical school day and visual arts specialists taught five on average. During a typical school week in 1999–2000, visual arts specialists had an average of 4.2 hours each week designated for planning and preparation during regular school hours (i.e., when students were in attendance). Music specialists and classroom teachers had slightly less time designated for these purposes (3.6 and 3.4 hours, respectively).

Both music and visual arts specialists reported that the facilities provided to them by their schools were moderately or completely adequate for supporting their instruction. However, about half of the specialists indicated that the time for individual or collaborative planning was minimally or not at all adequate. Furthermore, 68 percent of classroom teachers indicated that they participated in common planning periods with other classroom teachers at least once a month, compared with 7 percent of music specialists and 10 percent of visual arts specialists. Also, music and visual arts specialists were less likely than classroom teachers to participate at least once each month in site-based management teams (18 and 23 percent versus 40 percent), or in the preparation of individual educational plans for students with special needs (5 and 9 percent versus 27 percent).

The majority of music and visual arts specialists reported that the arts curriculum they teach from was based on a local or district curriculum guide that was aligned with their states' standards or the National Standards for Arts Education (79 and 73 percent). Forty-seven percent of music specialists and 77 percent of visual arts specialists reported that their instructional programs were integrated with other academic subjects. Also, nearly all classroom teachers reported that they included arts instruction in some aspect of their instructional programs, and the majority indicated that the arts they taught were integrated into other

curriculum areas as part of thematic units of instruction.

While the majority of arts specialists indicated that they did conduct some formal assessments to determine student progress and achievement, this was primarily in the form of observation and performance assessment, with limited use of written responses to questions, portfolio collections, or developed rubrics.

Arts Education: 1999–2000

This national profile of arts education provided information regarding the state of arts education programs in public elementary and secondary schools, with particular emphasis on arts education at the elementary school level. Overall, the findings suggest that arts education (and especially music and visual arts) was an integral part of many elementary and secondary public schools in 1999–2000. Future researchers may want to explore the teaching of arts at the secondary school level, specifically focusing on the educational backgrounds, teaching practices, and working conditions of arts specialists in secondary schools. Also, future studies should track the status of arts education at both school levels over time.

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Appendix A

Survey Methodology

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Fast Response Survey System

The Fast Response Survey System (FRSS) was established in 1975 by the National Center for Education Statistics (NCES), U.S. Department of Education. FRSS is designed to collect small amounts of issue-oriented data with minimal burden on respondents and within a relatively short timeframe. Surveys are generally limited to three pages of questions, with a response burden of about 30 minutes per respondent. Sample sizes are relatively small (usually about 1,000 to 1,500 respondents per survey) so that data collection can be completed quickly. Data are weighted to produce national estimates of the sampled education sector. The sample size permits limited breakouts by classification variables. However, as the number of categories within the classification variables increases, the sample size within categories decreases, which results in larger sampling errors for the breakouts by classification variables. FRSS collects data from state education agencies, local education agencies, public and private elementary and secondary schools, public school teachers, and public libraries.

Sample Selection

The samples for the school surveys consisted of 753 elementary school and 755 secondary school principals of regular public schools. Included in the mailing to the elementary school principals was a form for collecting a list of music, visual arts, and self-contained classroom teachers. The samples were selected using the 1999–2000 Schools and Staffing Survey (SASS) universe file, which was created from the 1997–98 NCES Common Core of Data (CCD) Public School Universe File. This sample was designed to minimize the overlap with other large NCES studies that were being conducted concurrently. The sampling frame included 81,405 regular public schools, consisting of 52,925 regular elementary schools, 27,055 regular secondary schools, and 1,425 regular combined schools. The frame included the 50 states and the District of Columbia and excluded special education, vocational, and alternative/other schools; schools in the U.S. territories; and schools with a high grade less than grade 1, or ungraded. A school was defined as an elementary school if the lowest grade was less than or equal to grade 6 and the highest grade was less than or equal to grade 8. A secondary school was defined as having a lowest grade greater than or equal to grade 7 and having grade 7 or higher. Combined schools were defined as those having grades higher than grade 8 and lower than grade 7.

Separate stratified samples of public elementary and secondary schools were selected to receive the appropriate survey instrument. Combined schools were given a chance for selection for both surveys, and if selected were asked to complete only one of the survey instruments. The sampling frame was stratified by instructional level (elementary, secondary, and combined) and school size (less than 300, 300 to 499, 500 to 999, 1,000 to 1,499, and 1,500 or more). Within the primary strata, schools were sorted by geographic region (Northeast, Southeast, Central, and West), locale (city, urban fringe, town, and rural), and percent minority enrollment (less than 5 percent, 5 to 19 percent, 20 to 49 percent, and 50 percent or more) to produce additional implicit stratification. A sample of 753 elementary schools and 755 secondary schools was then selected from the sorted frame with conditional probabilities that accounted for the selection of schools for other NCES studies, such as National Assessment of Educational Progress (NAEP), Early Childhood Longitudinal Study-Kindergarten Cohort (ECLS-K), and Schools and Staffing Survey (SASS). The conditional probabilities were designed to minimize the overlap with the samples selected for the other studies while at the same time ensuring that the overall probabilities of selection were roughly proportionate to the aggregate square root of the enrollment of schools in the stratum.

Respondents at each sampled elementary school were asked to send lists of its teachers—music specialists, visual arts specialists, and classroom teachers—from which a teacher sampling frame was prepared. The list collection instructions asked respondents to take their complete roster of teachers, identify music and visual arts specialists, and cross off teachers in the following categories: preschool teachers, teachers' aides, bilingual/ESL teachers, special education teachers, and non-full-

time classroom teachers. Of the 753 sampled elementary schools, 634 provided a teacher list. Operations staff examined the records from the 634 schools that provided teacher lists and found that 85 percent had provided complete rosters of teachers, while the remaining 15 percent provided only a selected list of teachers. About three-fourths (73 percent) of the lists were provided by principals, and 5 percent by the assistant principal. The remaining lists were provided by secretaries, teachers, or were unspecified.

Exactly one teacher was randomly selected from each of the following groups: classroom teachers, full- or part-time music specialists (if available at the school), and full- or part-time visual arts specialists (if available). A total of 1,614 teachers were sampled: 559 music specialists, 422 visual arts specialists, and 633 self-contained classroom teachers. On average, 2.6 teachers were sampled per elementary school.

Only elementary-level teachers, and not secondary-level teachers, were sampled. First, given scope limitations of FRSS surveys, it was necessary to limit the teacher survey to either the elementary or secondary level. Second, data collection at the secondary level would be constrained by the fact that arts instruction is provided primarily through elective courses and is often taught by multiple specialists in each of the four arts subjects. In contrast, at the elementary level, arts instruction is usually limited to music and visual arts and is part of a standard curriculum in which all students participate. For the teacher-level surveys, only music specialists, visual arts specialists, and classroom teachers were sampled. The number of schools offering dance and drama/theater teachers is small, so that it was not feasible to select adequate samples based on the list collection from the schools.

School-Level Respondents and Response Rates

Questionnaires and cover letters for the elementary and secondary school principal surveys were mailed in mid-September of 1999. Included in the elementary school mailing was a form for preparing a list of classroom teachers and arts specialists at the school. The cover letters indicated that the survey and list collection were designed to be completed by the school's principal.

Telephone follow up for those who did not respond to the initial questionnaire mailing was conducted from mid-October 1999 through mid-February 2000 for secondary principals, and through mid-March 2000 for elementary principals. Of the 755 secondary schools selected for the sample, 3 schools were found to be out of the scope of the survey. Of the 753 sampled elementary schools, 18 were out of scope for the survey, while 20 were out of scope for the list collection. The discrepancy between the number of out-of-scope schools for the elementary survey and the list collection was due to two schools that had 5 through 8 grade spans. Although these schools were eligible for the survey, they had no teachers in self-contained classrooms and so they could not provide teacher lists appropriate this study.

This left a total of 752 eligible secondary school principals, 735 eligible elementary school principals, and 733 eligible respondents for the list collection. Completed questionnaires were received from 686 secondary school principals and from 640 elementary school principals. Completed lists were received from 634 elementary schools. The weighted response rates were 87.8 percent for the elementary school survey, 91.7 percent for the secondary school survey, and 87.3 percent for the teacher list collection.

The item nonresponse rates for individual questionnaire items appearing in the secondary school survey rose above 3 percent for 14 items, with 10 of the 14 questions ranging between 4.7 to 6.2 percent item nonresponse. The remaining four items involved the same question across the four arts subjects: what percent of the budget, designated for that subject, came from outside sources. A possible explanation of the high rate of item nonresponse for these four items (8.7 to 18.9 percent) is that some respondents did not have ready access to this information, or that this information was not available.

All but seven of the questions appearing in the elementary school survey had item nonresponse rates of 3 percent or less. Six of the seven questions ranged between 4.7 and 6.6 percent. The question with the highest nonresponse rate (12.8 percent) was the same question that caused high item nonresponse in the secondary school survey, i.e., the percent of the budget designated for (in this case) drama/theatre that came from outside sources. Again, an explanation for the high item nonresponse rate is that some survey respondents did not have ready access this information or that the information was not available.

Teacher-Level Respondents and Response Rates

Questionnaires and cover letters were mailed to the sampled music specialists, visual arts specialists, and regular classroom teachers in late February 2000. The respondents were mailed one of three questionnaires that were tailored to each type of teaching assignment (see appendix C). Each cover letter indicated that the survey was designed to be completed by a music specialist, a visual arts specialist, or a regular classroom teacher.

Telephone follow up for questionnaire nonresponse was conducted from mid-April 2000 through late June 2000. Of the 1,614 teachers selected for the sample, 559 were music specialists, 422 were visual arts specialists, and 633 were regular classroom teachers. Of these, 31 music specialists, 36 visual arts specialists, and 50 regular classroom teachers were out of the scope of the survey. For both the music and visual arts surveys, respondents were out of scope because they were not employed at the sampled school at the time of the study, or did not primarily teach music or visual arts at an elementary school. Respondents found to be out of scope for the classroom teacher survey included non-self-contained classroom teachers, such as special education or math teachers, teachers teaching grades beyond the grade scope of the survey, teachers who no longer taught at the school, and part-time teachers. Other reasons included teachers on long-term sick leave, long-term substitutes, and rotating teachers.

A total of 528 eligible music specialists, 386 eligible visual arts specialists, and 583 eligible classroom teachers were left in the sample. Completed questionnaires were received from 453 music specialists, 331 visual arts specialists, and 497 regular classroom teachers. The weighted response rates were 84.5 percent for the music specialist survey, 83.4 percent for the visual arts specialist survey, and 85.6 percent for the classroom teacher survey. The *overall* weighted response rates were computed by multiplying the weighted response rate for the teacher list collection (87.3 percent) by the weighted response rates of the particular surveys. The overall weighted response rate for the music specialist survey was 73.8 percent (87.3 percent multiplied by 84.5 percent), 72.8 percent for the visual arts specialist survey (87.3 percent multiplied by 83.4 percent), and 74.7 percent for the classroom teacher survey (87.3 percent multiplied by 85.6 percent).

Item nonresponse for the three elementary teacher surveys was generally low, with a few items over 3 percent. Six items from the music specialists survey had item nonresponse rates above 3 percent (ranging from 3.7 to 5.0 percent). For the visual arts specialists survey, item nonresponse ranged from 0 to 3 percent. Seven items from the self-contained classroom teacher survey had item nonresponse rates above 3 percent (ranging from 5.4 to 15.6 percent). All items above 3 percent item nonresponse dealt with the extent to which teachers felt that participating in specific professional development activities improved their teaching.

Sampling and Nonsampling Errors

The responses to the five surveys were weighted to produce national estimates (see tables A-1 through A-5). The weights were designed to adjust for the variable probabilities of selection and differential nonresponse. The findings in this report are estimates based on the samples selected and, consequently, are subject to sampling variability.

Table A-1.—Number and percentage distribution of all regular public elementary schools in the study, and the estimated number and percentage distribution in the nation, by school characteristics: Fall 1999

School characteristic	School sample		National estimate	
	Number	Percent	Number	Percent
All public elementary schools	640	100	52,926	100
School enrollment size				
Less than 300	105	17	14,609	28
300 to 599	323	51	25,366	48
600 or more	207	33	12,616	24
Locale				
City	194	30	15,340	29
Urban fringe	234	37	18,303	35
Town	80	13	6,832	13
Rural	132	21	12,450	24
Region				
Northeast	127	20	10,361	20
Southeast	154	24	11,008	21
Central	161	25	14,612	28
West	198	31	16,944	32
Percent minority enrollment in school				
5 percent or less	162	25	14,760	28
6 to 20 percent	156	24	12,990	25
21 to 50 percent	136	21	11,008	21
More than 50 percent	183	29	13,827	26
Percent of public school students eligible for free or reduced-price school lunch				
Less than 35 percent	251	41	21,112	42
35 to 49 percent	94	15	7,883	16
50 to 74 percent	132	22	11,225	22
75 percent or more	137	22	10,583	21

NOTE: Details may not sum to totals because of rounding and because there were missing data for some school characteristics, ranging from no missing data for locale and region, 3 missing cases for percent minority enrollment, 5 missing cases for school enrollment size, to 26 missing cases for poverty concentration.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education, Fall 1999," FRSS 67.

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Table A-2.—Number and percentage distribution of all regular public secondary schools in the study, and the estimated number and percentage distribution in the nation, by school characteristics: Fall 1999

School characteristic	School sample		National estimate	
	Number	Percent	Number	Percent
All public secondary schools	686	100	28,332	100
School enrollment size				
Less than 400	115	17	8,682	31
400 to 999	301	45	12,222	44
1,000 or more	260	38	6,996	25
Locale				
City	182	27	6,205	22
Urban fringe	250	36	8,824	31
Town	103	15	4,332	15
Rural	151	22	8,971	32
Region				
Northeast	119	17	4,746	17
Southeast	162	24	6,187	22
Central	190	28	8,596	30
West	215	31	8,803	31
Percent minority enrollment in school				
5 percent or less	187	28	9,275	33
6 to 20 percent	171	25	6,597	24
21 to 50 percent	160	24	5,879	21
More than 50 percent	162	24	6,232	22
Percent of public school students eligible for free or reduced-price school lunch				
Less than 35 percent	372	59	14,872	56
35 to 49 percent	99	16	4,432	17
50 to 74 percent	114	18	5,004	19
75 percent or more	49	7	2,068	8

NOTE: Details may not sum to totals because of rounding and because there were missing data for some school characteristics, ranging from no missing data for locale and region, 6 missing cases for percent minority enrollment, 10 missing cases for school enrollment size, to 52 missing cases for poverty concentration.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education, Fall 1999," FRSS 67.

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Table A-3.—Number and percentage distribution of all regular public elementary school music specialists in the study, and the estimated number and percentage distribution in the nation, by school characteristics: Spring 2000

School characteristic	Teacher sample		National estimate	
	Number	Percent	Number	Percent
All public elementary teachers	453	100	70,706	100
School enrollment size				
Less than 300	70	16	16,602	24
300 to 599	234	53	34,481	50
600 or more	136	31	18,045	26
Locale				
City	123	28	18,891	27
Urban fringe	162	37	26,713	39
Town	57	13	8,473	12
Rural	99	22	15,116	22
Region				
Northeast	95	22	17,896	26
Southeast	105	24	10,668	15
Central	123	28	22,521	33
West	118	27	18,108	26
Percent minority enrollment in school				
5 percent or less	130	30	22,013	32
6 to 20 percent	109	25	19,453	28
21 to 50 percent	91	21	14,299	21
More than 50 percent	109	25	13,147	19
Percent of public school students eligible for free or reduced-price school lunch				
Less than 35 percent	192	45	35,297	53
35 to 49 percent	73	17	11,071	17
50 to 74 percent	80	19	10,710	16
75 percent or more	78	18	9,483	14

NOTE: Details may not sum to totals because of rounding and because there were missing data for some school characteristics, ranging from 12 missing cases for locale and region, 13 missing cases for school enrollment size, 14 missing cases for percent minority enrollment, to 30 missing cases for poverty concentration.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education, Fall 1999," FRSS 77.

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Table A-4.—Number and percentage distribution of regular public elementary school visual arts specialists in the study, and the estimated number and percentage distribution in the nation, by school characteristics: Spring 2000

School characteristic	Teacher sample		National estimate	
	Number	Percent	Number	Percent
All public elementary schools	331	100	37,836	100
School enrollment size				
Less than 300	53	16	9,300	25
300 to 599	169	52	18,302	49
600 or more	103	32	9,494	26
Locale				
City	90	28	9,792	26
Urban fringe	133	41	15,312	41
Town	32	10	4,009	11
Rural	71	22	8,050	22
Region				
Northeast	96	29	11,339	31
Southeast	80	25	7,699	22
Central	98	30	11,608	31
West	52	16	6,518	18
Percent minority enrollment in school				
5 percent or less	104	32	12,947	35
6 to 20 percent	88	27	9,967	27
21 to 50 percent	65	20	7,076	19
More than 50 percent	69	21	7,174	19
Percent of public school students eligible for free or reduced-price school lunch				
Less than 35 percent	156	50	18,447	52
35 to 49 percent	47	14	4,884	14
50 to 74 percent	57	18	6,446	18
75 percent or more	54	17	5,555	16

NOTE: Details may not sum to totals because of rounding and because there were missing data for some school characteristics, ranging from 5 missing cases for locale, region, and percent minority enrollment and 6 missing cases for school enrollment size, to 17 missing cases for poverty concentration.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education, Fall 1999," FRSS 77.

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Table A-5.—Number and percentage distribution of all regular public elementary school self-contained classroom teachers in the study, and the estimated number and percentage distribution in the nation, by school characteristics: Spring 2000

School characteristic	Teacher sample		National estimate	
	Number	Percent	Number	Percent
All public elementary schools	497	100	921,924	100
School enrollment size				
Less than 300	84	18	126,654	14
300 to 599	246	51	420,806	48
600 or more	148	31	331,358	38
Locale				
City	134	28	260,003	29
Urban fringe	181	38	356,736	40
Town	63	13	111,974	13
Rural	103	21	156,807	18
Region				
Northeast	95	20	175,172	20
Southeast	120	25	225,874	26
Central	126	26	199,082	22
West	140	29	285,391	32
Percent minority enrollment in school				
5 percent or less	132	28	216,901	25
6 to 20 percent	118	25	227,365	26
21 to 50 percent	103	22	195,405	22
More than 50 percent	125	26	240,592	27
Percent of public school students eligible for free or reduced-price school lunch				
Less than 35 percent	196	42	370,253	44
35 to 49 percent	73	16	125,611	15
50 to 74 percent	95	21	167,949	20
75 percent or more	98	21	184,137	22

NOTE: Details may not sum to totals because of rounding and because there were missing data for some school characteristics, ranging from 12 missing cases for locale and region, to 19 missing cases for school enrollment size and percent minority enrollment, to 35 missing cases for poverty concentration.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education, Fall 1999," FRSS 77.

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The survey estimates are also subject to nonsampling errors that can arise because of nonobservation (nonresponse or noncoverage) errors, errors of reporting, and errors made in data collection. These errors can sometimes bias the data. Nonsampling errors may include such problems as misrecording of responses; incorrect editing, coding, and data entry; differences related to the particular time the survey was conducted; or errors in data preparation. While general sampling theory can be used in part to determine how to estimate the sampling variability of a statistic, nonsampling errors are not easy to measure and, for measurement purposes, usually require that an experiment be conducted as part of the data collection procedures or that data external to the study be used.

To minimize the potential for nonsampling errors, the questionnaires were pretested with respondents like those who completed the survey. During the design of the surveys and the survey pretests, an effort was made to check for consistency of interpretation of questions and to eliminate ambiguous items. The questionnaires and instructions were extensively reviewed by the National Center for Education Statistics (NCES); the Office of Educational Research and Improvement (OERI), U.S. Department of Education; and the National Endowment for the Arts (NEA). Manual and machine editing of the questionnaire responses were conducted to check the data for accuracy and consistency. Cases with missing or inconsistent items were recontacted by telephone. Data were keyed with 100 percent verification.

Variances

The standard error is a measure of the variability of estimates due to sampling. It indicates the variability of a sample estimate that would be obtained from all possible samples of a given design and size. Standard errors are used as a measure of the precision expected from a particular sample. If all possible samples were surveyed under similar conditions, intervals of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the true population parameter being estimated in about 95 percent of the samples. This is a 95 percent confidence interval. For example, the estimated percentage of music specialists who reported that music was included in other academic subjects was 47.2, and the estimated standard error was 2.8. The 95 percent confidence interval for the statistic extends from [47.2—(2.8 times 1.96)] to [47.2 + (2.8 times 1.96)], or from 41.7 to 52.7 percent. Tables of standard errors for each table and figure in the report are provided in appendix B.

Estimates of standard errors were computed using a technique known as jackknife replication. As with any replication method, jackknife replication involves constructing a number of subsamples (replicates) from the full sample and computing the statistic of interest for each replicate. The mean square error of the replicate estimates around the full sample estimate provides an estimate of the variances of the statistics. To construct the replications, 50 stratified subsamples of the full sample were created and then dropped one at a time to define 50 jackknife replicates. A computer program (WesVar4.0) was used to calculate the estimates of standard errors. WesVar4.0 is a stand-alone Windows application that computes sampling errors for a wide variety of statistics (totals, percents, ratios, log-odds ratios, general functions of estimates in tables, linear regression parameters, and logistic regression parameters).

The test statistics used in the analysis were calculated using the jackknife variances and thus appropriately reflected the complex nature of the sample design. In particular, an adjusted chi-square test using Satterthwaite's approximation to the design effect was used in the analysis of the two-way tables. Finally, Bonferroni adjustments were made to control for multiple comparisons where appropriate. For example, for an "experiment-wise" comparison involving g pairwise comparisons, each difference was tested at the 0.05/g significance level to control for the fact that g differences were simultaneously tested. The Bonferroni adjustment results in a more conservative critical value being used when judging statistical significance. This means that comparisons that would have been significant with a critical value of 1.96 may not be significant with

the more conservative critical value. For example, the critical value for comparisons between any two of the four categories of poverty concentration is 2.64, rather than 1.96. This means that there must be a larger difference between the estimates being compared for there to be a statistically significant difference.

Definitions of Analysis Variables

School instructional level—Schools were classified according to their grade span in the 1997–98 Common Core of Data (CCD) frame:

Elementary school—had grade 6 or lower and no grade higher than grade 8.

Secondary school—had no grade lower than grade 7 and had grade 7 or higher.

School enrollment size for the elementary school survey and the teacher surveys—total number of students enrolled on October 1, 1999, based on responses to question 17A on the elementary school survey:

Less than 300 students

300 to 599 students

600 or more students

School enrollment size for secondary school survey—total number of students enrolled on October 1, 1999, based on responses to question 21A on the secondary school survey:

Less than 400 students

400 to 999 students

1,000 or more students

Locale—as defined in the CCD:

City—a large or mid-size central city of a Metropolitan Statistical Area (MSA).

Urban Fringe—a place within an MSA of a central city, but not primarily its central city, and defined as urban by the Census Bureau.

Town—an incorporated place not within an MSA, with a population of greater than or equal to 2,500.

Rural—any incorporated place with a population density of less than 1,000 per square mile and designated as rural by the Census Bureau.

Geographic region:

Northeast—Connecticut, Delaware, District of Columbia, Maine Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont.

Southeast—Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia.

Central—Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin.

West—Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, and Wyoming.

Percent minority enrollment—The percent of students enrolled in the school whose race or ethnicity is classified as one of the following: American Indian or Alaskan Native, Asian or Pacific Islander, Black non-Hispanic, or Hispanic, based on data in the 1997–98 CCD.

5 percent or less

6 to 20 percent

21 to 50 percent

More than 50 percent

Percent of students at the school eligible for free or reduced-price lunch—This was based on responses to question 19 on the elementary school survey and question 23 on the secondary school survey; if it was missing from the questionnaire, it

was obtained from the 1997–98 CCD frame. This item served as the measurement of the concentration of poverty at the school.

Less than 35 percent

35 to 49 percent

50 to 74 percent

75 percent or more

It is important to note that some of the school characteristics used for independent analyses may also be related to each other. For example, enrollment size and locale are related, with large schools tending to be in cities, and small schools tending to be in towns and rural areas. Similarly, poverty concentration and minority enrollment are related, with schools with a high minority enrollment also more likely to have a high concentration of poverty. Other relationships between analysis variables may exist. Because of the relatively small samples used in this study, it is difficult to separate the independent effects of these variables. Their existence, however, should be considered in the interpretation of the data presented in this report.

Comparisons with the 1994 Arts Education Study

The National Center for Education Statistics conducted a school-level study in 1994 on arts education in public elementary and secondary schools, using the Fast Response Survey System (see appendix C for 1994 survey questionnaires). Although many of the questions on the 1999 elementary and secondary surveys asked for similar information as the 1994 surveys, the wording or organization of the questions differed to the extent that direct comparisons were not possible in this report.

The questions in the surveys were changed for several reasons. First, some items in the 1999 surveys were changed to model the arts assessment items of the 1997 National Assessment of Educational Progress (NAEP). Second, more space was available in the 1999 surveys, which allowed for certain questions to be elaborated upon, thereby making them more complex, but less comparable. Lastly, some of the 1994 questionnaire items contained limitations or wording problems that required that those questions be altered.

Although most items were not comparable across survey years, two were determined to be comparable between the 1994 and 1999 elementary questionnaires, and three were comparable between the 1994 and 1999 secondary questionnaires. The first comparable items between the 1994 and 1999 elementary surveys concerned whether schools had district-level curriculum guides in music and visual arts. No change was found between 1994 and 1999 in the percentage of elementary schools that indicated that their districts provided curriculum guides. Eighty-two percent of schools reported the availability of curriculum guides for music in 1994, as did 81 percent in 1999 (not shown in tables). In both 1994 and 1999, 78 percent of elementary schools reported curriculum guides for visual arts, also showing no change. The second comparison involved whether the district had a curriculum specialist or program coordinator in the arts. The percentage of schools with a district-level curriculum specialist or program coordinator in the arts increased from 38 percent in 1994 to 56 percent in 1999 (not shown in tables).

There were three possible comparisons for the 1994 and 1999 secondary surveys. The first concerned the number of different courses that schools offered in the arts. In 1994, the mean number of music courses offered to secondary school students was 4.5; however, in 1999 the data show an increase in the number of courses to a mean of 5.0. For the other three comparable subjects, visual arts, dance, and drama/theater, schools offered comparable numbers of courses between the 2 survey years. For visual arts the mean number of courses was 4.7 in 1994 and 5.0 in 1999 (not shown in tables). In 1994, the mean number of courses offered in both dance and drama/theater was 2.1, and in 1999, the mean number was 2.2 for dance and 2.3 for drama/theater.

As with elementary schools, the availability of district-level curriculum guides in public secondary schools offering music and visual arts instruction did not change between 1994 and 1999. In 1994, 82 percent of secondary schools reported that their district provided curriculum guides in music, and 83 reported curriculum guides for visual arts. In 1999, 86 percent of schools had curriculum guides for music and 87 percent had them for visual arts (not shown in tables). The availability of a district curriculum guide for schools that offered dance and drama/theatre also remained unchanged in secondary schools (66 percent in 1994 and 68 percent in 1999 for dance, and 75 percent in both years for drama/theatre). Lastly, there was an increase in the number of school principals reporting having a district-level curriculum specialist or program coordinator in the arts, 36 percent in 1994 to 53 percent in 1999 (not shown in tables).

Background Information

The survey was performed by Westat, using the FRSS, under contract to the NCES. Westat's project director was Elizabeth Farris, and the survey manager was Nancy Carey. The operations manager was Debbie Alexander, and the research assistant for the project was Rebecca Porch. Shelley Burns was the NCES Project Officer. The data were requested by the National Endowment for the Arts (NEA) and the Office of Educational Research and Improvement (OERI), U.S. Department of Education.

This report was reviewed by the following individuals:

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For more information about the FRSS or the surveys on arts education, contact Shelley Burns, Early Childhood, International, and Crosscutting Studies Division, National Center for Education Statistics, Office of Educational Research and Improvement, U.S. Department of Education, 1990 K Street NW, Washington, DC 20006, e-mail: Shelley.Burns@ed.gov, telephone (202) 502-7319. This report and other NCES reports are also available on the NCES Web Site at http://nces.ed.gov.

Appendix B

Tables of Standard Errors

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Tables of Standard Errors

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Table B-1.—Standard errors of the percent of public elementary schools offering instruction in various arts subjects, by school characteristics: Academic year 1999–2000

School characteristic	Music	Visual arts	Dance	Drama/theatre
All public elementary schools	1.0	1.4	1.5	1.6
School enrollment size				
Less than 300	2.0	2.9	4.1	4.0
300 to 599	1.4	1.9	1.8	1.7
600 or more	1.8	2.6	3.0	3.4
Locale				
City	1.5	2.6	3.1	3.3
Urban fringe	1.7	2.1	2.4	2.7
Town	2.4	4.1	5.0	4.7
Rural	2.5	3.3	3.7	3.5
Region				
Northeast	2.3	2.2	4.0	2.7
Southeast	2.0	3.2	3.8	3.8
Central	1.5	2.5	2.5	2.4
West	2.3	3.2	3.5	3.4
Percent minority enrollment				
5 percent or less	1.7	2.2	3.2	2.8
6 to 20 percent	1.5	2.8	2.7	3.0
21 to 50 percent	2.0	3.6	3.0	3.5
More than 50 percent	3.0	2.9	3.6	3.6
Percent of students eligible for free or reduced-price lunch				
Less than 35 percent	1.0	1.5	2.4	2.7
35 to 49 percent	1.3	4.6	4.0	3.6
50 to 74 percent	2.0	2.8	4.0	3.9
75 percent or more	3.5	3.6	3.0	3.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 1999," FRSS 67.

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Table B-2.—Standard errors of the percentage distribution of public elementary schools offering music instruction indicating how frequently a typical student received instruction designated specifically for music, and average number of minutes per class period, by school characteristics: Academic year 1999–2000

School characteristic	Frequency of instruction				Average number of minutes per class period
	Every day	3 to 4 times a week	1 to 2 times a week	Less than once a week	
All public elementary schools	1.2	1.6	1.9	1.1	0.4
School enrollment size					
Less than 300	3.5	3.9	4.9	2.9	1.0
300 to 599	1.1	2.1	2.3	1.3	0.5
600 or more	1.5	2.3	3.7	2.6	0.8
Locale					
City	1.2	2.6	3.2	1.8	0.8
Urban fringe	1.6	2.4	3.2	2.0	0.6
Town	4.7	5.2	6.0	4.3	1.3
Rural	2.5	3.4	4.0	2.0	1.1
Region					
Northeast	1.8	3.1	3.8	2.1	0.6
Southeast	1.4	3.1	3.8	2.5	0.8
Central	2.1	3.3	3.8	1.2	0.8
West	3.2	2.7	4.1	2.4	0.8
Percent minority enrollment					
5 percent or less	2.4	2.7	3.8	2.0	0.9
6 to 20 percent	2.3	3.4	3.9	2.2	0.8
21 to 50 percent	3.2	2.9	4.2	2.1	0.9
More than 50 percent	1.5	2.9	3.9	2.8	0.7
Percent of students eligible for free or reduced-price lunch					
Less than 35 percent	1.8	2.8	3.4	1.8	0.7
35 to 49 percent	3.0	3.4	4.5	2.4	1.3
50 to 74 percent	2.3	4.1	4.7	2.7	0.8
75 percent or more	2.8	2.6	4.2	3.4	0.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 1999," FRSS 67.

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Table B-3.—Standard errors of the percentage distribution of public elementary schools offering music instruction, according to the total number of hours that a typical student received instruction during the school year, and average hours per school year, by school characteristics: Academic year 1999–2000

School characteristic	Percent of schools with				Average hours per school year
	25 hours or less per year	26 to 40 hours per year	41 to 50 hours per year	More than 50 hours per year	
All public elementary schools	1.5	2.3	1.8	1.6	1.2
School enrollment size					
Less than 300	3.6	5.3	4.3	4.8	2.8
300 to 599	1.9	2.8	2.5	2.2	1.5
600 or more	3.2	3.3	3.7	2.9	2.3
Locale					
City	3.2	4.1	3.5	3.1	2.4
Urban fringe	2.3	3.8	2.5	3.1	2.1
Town	4.9	5.6	5.1	5.9	4.1
Rural	3.2	4.9	3.4	4.3	2.7
Region					
Northeast	2.4	5.0	4.7	3.3	2.3
Southeast	2.8	4.3	3.3	3.6	2.7
Central	3.4	4.1	3.5	3.9	2.3
West	3.2	3.8	3.5	3.5	2.6
Percent minority enrollment					
5 percent or less	3.6	4.4	3.0	3.9	2.4
6 to 20 percent	2.3	3.6	3.4	3.9	2.4
21 to 50 percent	2.7	5.0	3.8	4.1	2.6
More than 50 percent	3.4	3.9	3.3	3.3	2.6
Percent of students eligible for free or reduced-price lunch					
Less than 35 percent	2.6	3.4	2.6	3.2	2.0
35 to 49 percent	3.6	5.3	3.7	4.3	2.8
50 to 74 percent	3.4	5.6	4.1	4.5	2.9
75 percent or more	3.5	4.4	3.9	3.9	2.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 1999," FRSS 67.

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Table B-4.—Standard errors of the percent of public elementary schools offering music instruction, according to the position of the person(s) who provided the instruction, by school characteristics: Academic year 1999–2000

School characteristic	Full-time certified music specialist	Part-time certified music specialist	Classroom teacher	Artist-in-residence	Other faculty or volunteers
All public elementary schools	2.1	2.0	1.4	0.9	0.9
School enrollment size					
Less than 300	5.3	4.5	3.6	1.0	2.5
300 to 599	2.5	2.0	1.5	1.2	1.0
600 or more	2.9	3.0	2.1	1.9	1.5
Locale					
City	3.7	3.5	2.7	1.6	1.4
Urban fringe	3.3	2.5	2.0	1.4	1.5
Town	6.0	4.9	3.8	1.3	3.0
Rural	4.9	4.3	3.2	1.5	2.2
Region					
Northeast	4.9	4.7	1.2	1.8	0.7
Southeast	3.8	3.9	2.2	1.8	2.0
Central	3.5	3.7	1.2	0.5	1.3
West	3.9	3.5	3.4	1.5	2.3
Percent minority enrollment					
5 percent or less	4.7	4.0	2.6	1.4	1.9
6 to 20 percent	4.3	3.7	3.3	1.6	1.5
21 to 50 percent	3.8	3.2	2.9	1.3	0.8
More than 50 percent	4.1	3.4	2.5	1.3	2.4
Percent of students eligible for free or reduced-price lunch					
Less than 35 percent	3.3	3.0	2.4	1.5	1.3
35 to 49 percent	5.7	3.9	3.7	2.4	2.9
50 to 74 percent	4.6	4.5	3.5	0.5	2.5
75 percent or more	4.5	4.2	2.4	1.1	2.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 1999," FRSS 67.

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Table B-5.—Standard errors of the percentage distribution of public elementary schools offering music instruction, according to the space used for teaching the subject, by school characteristics: Academic year 1999–2000

School characteristic	Dedicated room(s), with special equipment	Dedicated room(s), no special equipment	Gymnasium, auditorium, or cafeteria	Regular classrooms only
All public elementary schools	2.1	1.1	1.2	1.5
School enrollment size				
Less than 300	5.3	2.7	3.7	4.1
300 to 599	2.7	1.5	1.6	2.0
600 or more	2.9	1.7	2.0	2.3
Locale				
City	3.7	2.2	2.3	3.2
Urban fringe	3.4	1.2	1.9	2.3
Town	6.6	2.3	4.2	5.4
Rural	4.7	2.9	2.9	3.4
Region				
Northeast	5.0	2.7	3.4	3.8
Southeast	4.1	2.6	2.8	3.6
Central	4.1	2.2	2.3	3.8
West	3.7	1.4	2.9	2.8
Percent minority enrollment				
5 percent or less	4.2	2.1	1.9	3.7
6 to 20 percent	4.5	2.3	2.4	3.6
21 to 50 percent	3.5	1.8	3.5	2.4
More than 50 percent	4.4	2.9	3.0	2.9
Percent of students eligible for free or reduced-price lunch				
Less than 35 percent	3.6	2.0	1.7	2.9
35 to 49 percent	5.3	3.5	4.1	3.5
50 to 74 percent	4.8	1.3	3.0	3.6
75 percent or more	5.3	3.8	3.4	3.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 1999," FRSS 67.

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Table B-6.—Standard errors of the percent of public elementary schools offering music instruction, according to the availability of a district curriculum guide in music, by school characteristics: Academic year 1999–2000

School characteristic	District curriculum guide in music
All public elementary schools	1.7
School enrollment size	
Less than 300	4.3
300 to 599	2.4
600 or more	2.7
Locale	
City	3.0
Urban fringe	2.6
Town	5.1
Rural	4.9
Region	
Northeast	2.1
Southeast	3.8
Central	3.2
West	3.5
Percent minority enrollment	
5 percent or less	3.1
6 to 20 percent	3.4
21 to 50 percent	3.0
More than 50 percent	3.1
Percent of students eligible for free or reduced-price lunch	
Less than 35 percent	2.5
35 to 49 percent	5.0
50 to 74 percent	3.5
75 percent or more	3.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 1999," FRSS 67.

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Table B-7.—Standard errors of the percent of public elementary schools reporting various kinds of music instruction, by the earliest grade at which the instruction was offered and the percent of students enrolled: Academic year 1998–99

Characteristic of music program	General music	Chorus	Band	Strings/orchestra
All public elementary schools	1.5	1.8	2.2	1.7
Earliest grade offered				
Second and under	1.3	2.7	1.0	1.9
Third through fourth	1.0	2.8	2.6	4.0
Fifth and higher	0.9	2.4	2.3	3.8
Percent of eligible students enrolled				
25 percent or less	0.3	2.7	3.1	4.2
26 to 50 percent	0.9	2.2	2.7	3.1
51 to 75 percent	0.6	1.8	2.3	1.7
More than 75 percent	1.3	2.7	1.5	2.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 1999," FRSS 67.

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Table B-8.—Standard errors of the percentage distribution of public elementary schools offering visual arts instruction indicating how frequently a typical student received instruction designated specifically for visual arts, and average number of minutes per class period, by school characteristics: Academic year 1999–2000

School characteristic	Frequency of instruction				Average number of minutes per class period
	Every day	3 to 4 times a week	1 to 2 times a week	Less than once a week	
All public elementary schools	0.8	1.2	2.2	1.9	0.4
School enrollment size					
Less than 300	1.9	3.1	4.6	4.0	1.3
300 to 599	0.8	1.6	2.6	2.3	0.5
600 or more	1.4	2.1	3.7	3.0	0.8
Locale					
City	0.9	2.3	4.1	3.5	0.8
Urban fringe	1.3	1.9	3.1	2.6	0.7
Town	1.5	3.8	7.0	5.3	1.6
Rural	2.2	3.0	4.1	2.7	1.1
Region					
Northeast	1.7	1.8	3.2	2.6	0.7
Southeast	1.3	3.5	4.8	4.0	0.8
Central	1.1	2.2	3.5	2.9	0.9
West	1.7	2.7	4.6	4.1	1.0
Percent minority enrollment					
5 percent or less	1.6	2.9	3.8	2.3	0.8
6 to 20 percent	(†)	2.4	4.2	3.2	1.0
21 to 50 percent	1.8	2.7	4.6	4.9	1.0
More than 50 percent	1.8	2.7	5.1	4.5	1.0
Percent of students eligible for free or reduced-price lunch					
Less than 35 percent	0.9	1.9	2.9	2.2	0.7
35 to 49 percent	1.4	3.5	5.6	5.5	1.5
50 to 74 percent	2.1	3.4	5.7	3.8	1.0
75 percent or more	2.3	3.5	5.3	5.4	1.3

† Not applicable: estimate of standard error is not derived because it is based on a statistic estimated at 0 or 100 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 1999," FRSS 67.

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Table B-9.—Standard errors of the percentage distribution of public elementary schools offering visual arts instruction, according to the total number of hours that a typical student received instruction during the school year, and average hours per school year, by school characteristics: Academic year 1999–2000

School characteristic	Percent of schools with				Average hours per year
	25 hours or less per year	26 to 40 hours per year	41 to 50 hours per year	More than 50 hours per year	
All public elementary schools	2.2	1.9	2.0	1.9	1.4
School enrollment size					
Less than 300	4.1	4.0	4.3	4.4	2.2
300 to 599	2.4	3.1	3.0	2.0	1.6
600 or more	3.4	3.3	3.7	3.1	2.2
Locale					
City	3.9	4.0	3.4	3.3	2.2
Urban fringe	2.8	3.7	3.7	2.6	2.1
Town	6.2	6.7	8.0	5.5	3.3
Rural	3.3	4.4	4.8	5.0	2.5
Region					
Northeast	2.8	4.6	5.1	3.2	1.8
Southeast	4.1	5.1	4.0	4.8	2.9
Central	3.1	3.5	5.0	3.5	1.9
West	4.2	3.0	3.5	3.6	2.8
Percent minority enrollment					
5 percent or less	3.2	4.2	4.6	4.3	2.4
6 to 20 percent	3.3	4.2	4.6	3.5	1.9
21 to 50 percent	5.3	4.0	4.5	4.5	2.7
More than 50 percent	4.8	5.1	4.2	4.4	3.3
Percent of students eligible for free or reduced-price lunch					
Less than 35 percent	2.7	3.0	4.1	2.8	1.7
35 to 49 percent	5.9	5.3	4.8	4.7	2.4
50 to 74 percent	4.2	5.1	4.7	4.0	2.9
75 percent or more	5.7	5.4	4.4	4.9	4.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 1999," FRSS 67.

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Table B-10.—Standard errors of the percent of public elementary schools offering visual arts instruction, according to the position of the person(s) who provided the instruction, by school characteristics: Academic year 1999–2000

School characteristic	Full-time certified visual arts specialist	Part-time certified visual arts specialist	Classroom teacher	Artist-in-residence	Other faculty or volunteers
All public elementary schools	2.2	1.8	1.9	0.9	1.0
School enrollment size					
Less than 300	4.8	4.5	5.1	2.1	2.3
300 to 599	2.8	2.5	2.5	1.2	1.4
600 or more	3.8	1.6	3.2	2.1	1.7
Locale					
City	4.4	3.3	3.1	2.1	2.0
Urban fringe	3.5	2.6	2.7	1.8	2.1
Town	8.0	5.7	7.2	2.8	2.8
Rural	4.4	3.8	4.9	1.5	2.1
Region					
Northeast	4.4	3.7	2.6	1.2	(†)
Southeast	5.2	4.4	4.6	1.9	2.3
Central	4.0	3.3	3.1	1.4	0.9
West	2.8	3.0	3.8	2.6	2.8
Percent minority enrollment					
5 percent or less	4.7	3.7	4.2	1.2	1.7
6 to 20 percent	4.2	2.8	3.8	2.1	2.6
21 to 50 percent	4.7	3.6	4.6	3.0	1.6
More than 50 percent	4.5	2.9	4.2	1.6	2.1
Percent of students eligible for free or reduced-price lunch					
Less than 35 percent	3.6	2.3	2.4	1.4	1.8
35 to 49 percent	6.4	4.3	6.1	3.1	2.7
50 to 74 percent	5.0	5.1	3.9	1.8	2.7
75 percent or more	5.3	3.8	4.2	2.6	2.2

† Not applicable: estimate of standard error is not derived because it is based on a statistic estimated at 0 or 100 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 1999," FRSS 67.

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Table B-11.—Standard errors of the percentage distribution of public elementary schools offering visual arts instruction, according to the space used for teaching the subject, by school characteristics: Academic year 1998–99

School characteristic	Dedicated room(s), with special equipment	Dedicated room(s), no special equipment	Gymnasium, auditorium, or cafeteria	Regular classrooms only
All public elementary schools	2.3	1.4	0.7	2.2
School enrollment size				
Less than 300	4.8	3.0	2.3	5.0
300 to 599	3.5	2.4	0.9	2.6
600 or more	3.6	1.7	0.7	3.3
Locale				
City	3.7	2.6	0.9	3.4
Urban fringe	3.8	1.9	0.8	3.8
Town	5.8	3.1	3.5	6.3
Rural	4.5	2.9	2.5	4.5
Region				
Northeast	4.6	2.8	0.7	3.7
Southeast	4.8	2.9	2.0	4.4
Central	4.6	2.7	1.8	4.1
West	4.0	1.9	1.5	4.2
Percent minority enrollment				
5 percent or less	4.9	2.6	1.3	4.5
6 to 20 percent	4.9	2.5	2.5	4.6
21 to 50 percent	5.1	2.9	0.7	5.3
More than 50 percent	4.5	2.7	1.1	4.1
Percent of students eligible for free or reduced-price lunch				
Less than 35 percent	3.7	1.8	1.3	3.7
35 to 49 percent	6.9	4.7	4.1	6.4
50 to 74 percent	4.8	2.0	0.9	4.2
75 percent or more	4.5	3.6	1.5	4.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 1999," FRSS 67.

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Table B-12.—Standard errors of the percent of public elementary schools offering visual arts instruction, according to the availability of a district curriculum guide in visual arts, by school characteristics: Academic year 1998–99

School characteristic	District curriculum guide in visual arts
All public elementary schools	2.0
School enrollment size	
Less than 300	4.9
300 to 599	2.4
600 or more	3.1
Locale	
City	2.8
Urban fringe	3.4
Town	5.5
Rural	4.4
Region	
Northeast	3.5
Southeast	3.8
Central	3.5
West	4.0
Percent minority enrollment	
5 percent or less	3.6
6 to 20 percent	3.9
21 to 50 percent	3.7
More than 50 percent	3.9
Percent of students eligible for free or reduced-price lunch	
Less than 35 percent	2.9
35 to 49 percent	4.5
50 to 74 percent	3.5
75 percent or more	3.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 1999," FRSS 67.

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Table B-13.—Standard errors of the percent of public elementary schools offering instruction in dance and drama/theatre, by various program characteristics: Academic year 1999–2000

Program characteristic	Dance	Drama/theatre
Frequency of instruction		
3 or more times a week	1.2	2.5
1 or 2 times a week	3.8	3.6
Less than once a week	3.8	3.6
Mean number of minutes per class	1.2	1.4
Portion of the school year instruction is offered		
Entire school year	4.8	5.3
Half the school year	1.6	1.9
One-quarter of the school year	3.4	3.1
Less than one-quarter of the school year	4.7	4.9
Other	2.4	3.7
Teachers		
Full-time, certified specialist	3.7	3.0
Part-time, certified specialist	4.3	2.7
Classroom teacher	5.0	4.2
Artist-in-residence	3.6	3.3
Other	4.1	3.8
Space used for instruction		
Dedicated room, with special equipment	2.9	2.9
Dedicated room, no special equipment	1.9	3.1
Gymnasium, auditorium, or cafeteria	5.5	4.4
Regular classrooms only	4.1	4.9
District written curriculum guide in the subject available	4.8	4.8
Curriculum guide based on state standards or the National Standards for Arts Education		
Yes	5.9	5.0
No	4.6	2.8
Don't know	5.3	4.5
Funds from non-district sources available for instruction	4.0	4.7
Percent of program budget coming from non-district sources		
10 percent or less	(#)	10.0
11 to 50 percent	(#)	7.8
More than 50 percent	(#)	7.8

#Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 1999," FRSS 67.

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Table B-14.—Standard errors of the percent of public elementary schools that sponsored various supplemental arts education programs, by school characteristics: Academic year 1998–99

School characteristic	Field trips to arts performances	Field trips to art galleries or museums	Visiting artist(s)	Artist(s)-in-residence	After-school activities that incorporate the arts
All public elementary schools	1.7	2.0	1.9	1.9	2.2
School enrollment size					
Less than 300	4.5	5.4	4.6	4.1	5.2
300 to 599	2.1	2.5	2.2	2.9	2.9
600 or more	2.3	3.3	3.9	3.6	2.9
Locale					
City	2.3	3.1	3.7	4.5	3.0
Urban fringe	2.9	3.1	3.1	2.7	3.8
Town	6.9	6.0	6.2	4.1	6.4
Rural	4.4	5.0	4.4	3.2	5.2
Region					
Northeast	4.5	4.5	4.8	3.7	4.3
Southeast	3.1	4.9	4.1	3.3	4.3
Central	3.6	4.4	4.2	3.4	3.6
West	3.5	3.7	3.2	3.0	4.8
Percent minority enrollment					
5 percent or less	4.1	4.1	3.9	3.1	4.0
6 to 20 percent	4.0	4.1	3.8	3.9	4.9
21 to 50 percent	3.6	4.4	4.5	3.9	4.3
More than 50 percent	3.4	4.2	3.6	3.7	4.2
Percent of students eligible for free or reduced-price lunch					
Less than 35	3.0	3.1	2.7	3.2	3.4
35 to 49 percent	4.1	5.6	5.6	4.2	5.5
50 to 74 percent	4.2	4.9	5.0	3.7	4.3
75 percent or more	4.3	4.7	5.1	3.8	4.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 1999," FRSS 67.

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Table B-15.—Standard errors of the percent of public elementary schools that used various funding sources for supplemental arts education programs: Academic year 1998–99

Supplemental arts program	Percent sponsoring program	Source of funding			
		General school or district funds	Parent groups	State or local arts agency	State or federal education grant
Field trips to arts performances	1.7	2.0	2.3	2.1	1.2
Field trips to art galleries or museums	2.0	2.4	2.3	1.8	1.3
Visiting artist(s)	1.9	3.4	3.5	3.4	2.6
Artist(s)-in-residence	1.9	5.1	5.3	3.9	3.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 1999," FRSS 67.

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Table B-16.—Standard errors of the percent of public elementary schools in which arts education was included in the mission statement or school improvement plan, or that were engaged in some reform initiative involving the arts, by school characteristics: Academic year 1999–2000

School characteristic	Arts education included in mission statement or school improvement plan	School reform initiatives related to arts education or the integration of the arts with other academic subjects
All public elementary schools	2.2	2.4
School enrollment size		
Less than 300	4.9	5.0
300 to 599	2.5	2.9
600 or more	3.6	3.8
Locale		
City	3.5	3.9
Urban fringe	3.2	3.2
Town	5.5	6.0
Rural	4.1	4.4
Region		
Northeast	4.8	5.2
Southeast	4.0	4.4
Central	3.6	4.2
West	4.0	3.4
Percent minority enrollment		
5 percent or less	3.9	3.6
6 to 20 percent	3.8	4.1
21 to 50 percent	4.9	5.0
More than 50 percent	4.3	3.9
Percent of students eligible for free or reduced-price lunch		
Less than 35	3.3	3.3
35 to 49 percent	5.3	5.3
50 to 74 percent	4.8	4.8
75 percent or more	5.4	5.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 1999," FRSS 67.

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Table B-17.—Standard errors of the percent of public elementary schools indicating that arts specialists have input in selected management issues related to arts instruction, by school characteristics: Academic year 1999–2000

School characteristic	Site-based management/ school improvement teams; leadership councils	Arts curriculum offered	Allocation of arts funds	Hiring of arts staff
All public elementary schools	1.9	2.0	2.3	2.0
School enrollment size				
Less than 300	4.5	4.8	5.2	4.8
300 to 599	2.5	2.5	2.8	3.0
600 or more	3.2	3.3	3.3	3.2
Locale				
City	3.4	3.7	3.8	3.7
Urban fringe	3.4	3.4	3.4	3.7
Town	5.7	6.5	6.4	6.3
Rural	4.4	4.8	5.1	3.8
Region				
Northeast	3.5	3.3	4.4	4.5
Southeast	3.9	4.4	4.1	3.5
Central	3.5	3.8	4.2	4.4
West	3.7	3.3	4.0	3.2
Percent minority enrollment				
5 percent or less	4.0	3.9	4.4	4.4
6 to 20 percent	4.5	3.9	4.7	4.7
21 to 50 percent	4.7	3.6	4.4	4.5
More than 50 percent	4.4	4.2	3.9	3.4
Percent of students eligible for free or reduced-price lunch				
Less than 35	3.1	3.1	3.2	3.0
35 to 49 percent	5.0	5.3	4.9	5.0
50 to 74 percent	5.2	4.6	5.0	5.3
75 percent or more	4.4	4.5	4.4	3.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 1999," FRSS 67.

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Table B-18.—Standard errors of the percent of public elementary schools indicating various ways that arts programs and instruction are assessed, and the presence of a district-level arts coordinator, by school characteristics: Academic year 1999–2000

School characteristic	Principal evaluates arts teachers in the same way other teachers are evaluated	Principal evaluates the arts program in the same way other programs are evaluated	School conducts standardized assessment of student achievement in the arts	District has specialist or coordinator who is responsible for the arts programs offered
All public elementary schools	1.7	1.7	1.6	1.9
School enrollment size				
Less than 300	4.6	4.2	4.0	5.0
300 to 599	2.0	2.3	2.2	2.3
600 or more	2.9	2.9	2.5	3.0
Locale				
City	2.5	2.9	3.3	3.3
Urban fringe	2.9	3.3	2.7	3.7
Town	5.0	5.6	4.6	5.3
Rural	4.4	4.1	3.4	4.2
Region				
Northeast	3.4	3.0	3.2	4.5
Southeast	3.3	3.7	3.0	3.3
Central	2.9	3.3	3.7	4.5
West	3.9	4.0	1.8	3.6
Percent minority enrollment				
5 percent or less	3.6	3.2	3.5	4.4
6 to 20 percent	3.2	3.9	3.9	3.8
21 to 50 percent	4.1	3.5	2.7	5.1
More than 50 percent	4.2	4.0	2.8	3.8
Percent of students eligible for free or reduced-price lunch				
Less than 35	2.3	2.8	2.6	3.5
35 to 49 percent	5.2	5.2	4.7	5.0
50 to 74 percent	4.2	4.5	2.4	4.7
75 percent or more	4.0	4.1	3.1	4.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 1999," FRSS 67.

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Table B-19.—Standard errors of the percent of public elementary school principals indicating the extent to which they believe individuals at the school and parents consider the arts an essential part of a high-quality education, by school characteristics: Academic year 1999–2000

School characteristic	Administrators		Non-arts teaching staff		Parents	
	Great extent	Moderate extent	Great extent	Moderate extent	Great extent	Moderate extent
All public elementary schools	1.8	1.8	2.1	2.1	2.0	2.3
School enrollment size						
Less than 300	4.5	4.6	5.5	5.6	3.8	5.5
300 to 599	2.3	2.3	2.7	2.5	3.0	2.9
600 or more	2.6	2.7	4.0	4.1	4.0	3.9
Locale						
City	4.0	3.1	3.9	3.8	3.3	3.5
Urban fringe	2.8	2.9	3.4	3.5	3.2	3.2
Town	4.8	4.9	5.2	5.6	4.4	6.9
Rural	4.3	4.2	4.3	4.5	4.7	4.8
Region						
Northeast	4.7	4.5	5.0	4.7	5.6	5.1
Southeast	4.3	4.2	4.6	4.3	4.4	4.4
Central	4.6	3.8	4.7	4.2	4.1	4.5
West	4.2	3.7	4.7	4.7	3.8	4.2
Percent minority enrollment						
5 percent or less	3.5	3.3	4.1	4.3	4.3	4.4
6 to 20 percent	4.4	4.1	4.3	4.2	4.6	4.2
21 to 50 percent	4.1	4.0	4.7	4.4	4.6	4.8
More than 50 percent	3.6	3.8	4.2	4.2	3.2	4.0
Percent of students eligible for free or reduced-price lunch						
Less than 35	3.3	3.0	3.2	3.2	3.6	3.8
35 to 49 percent	5.8	5.3	6.2	6.1	5.6	5.6
50 to 74 percent	4.1	3.8	5.1	4.9	4.2	5.6
75 percent or more	4.2	4.0	4.4	5.3	3.6	4.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 1999," FRSS 67.

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Table B-20.—Standard errors of the percent of public secondary schools offering instruction in various arts subjects, by school characteristics: Academic year 1999–2000

School characteristic	Music	Visual arts	Dance	Drama/theatre
All public secondary schools	1.3	1.2	1.1	2.1
School enrollment size				
Less than 400	3.6	3.5	1.8	4.7
400 to 999	1.4	1.2	1.9	3.4
1,000 or more	1.4	0.8	2.5	3.1
Locale				
City	2.9	1.9	2.2	4.1
Urban fringe	2.2	1.5	2.4	3.4
Town	3.2	3.5	2.9	5.0
Rural	3.1	3.1	2.1	4.4
Region				
Northeast	3.1	2.1	2.8	4.4
Southeast	3.1	3.7	2.6	4.2
Central	2.4	2.0	1.6	3.5
West	2.4	2.5	2.6	4.0
Percent minority enrollment				
5 percent or less	2.7	2.0	2.1	3.6
6 to 20 percent	2.5	2.7	2.7	4.5
21 to 50 percent	2.7	1.6	2.7	4.1
More than 50 percent	3.4	3.6	2.4	4.8
Percent of students eligible for free or reduced-price lunch				
Less than 35 percent	1.7	1.4	1.5	2.7
35 to 49 percent	3.2	3.9	3.1	6.3
50 to 74 percent	3.3	4.1	2.8	4.5
75 percent or more	5.3	6.8	4.4	8.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 1999," FRSS 67.

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Table B-21.—Standard errors of the percentage distribution of public secondary schools offering music instruction, according to the number of different music courses taught, by school characteristics: Academic year 1998–99

School characteristic	1 or 2 courses	3 or 4 courses	5 or 6 courses	More than 6 courses
All public secondary schools	2.2	2.2	1.6	1.9
School enrollment size				
Less than 400	6.0	5.1	3.0	2.8
400 to 999	2.9	2.8	2.6	3.1
1,000 or more	2.5	2.5	3.0	2.9
Locale				
City	3.1	3.9	2.8	4.1
Urban fringe	3.1	2.8	3.1	3.4
Town	6.0	5.0	4.3	4.2
Rural	5.0	4.4	3.3	2.8
Region				
Northeast	3.8	4.4	4.0	4.3
Southeast	4.6	4.3	3.3	4.1
Central	4.5	3.6	3.3	3.4
West	3.8	3.9	2.3	2.3
Percent minority enrollment				
5 percent or less	3.5	3.6	2.5	2.9
6 to 20 percent	4.0	3.5	3.0	3.7
21 to 50 percent	4.3	3.9	3.1	3.4
More than 50 percent	3.7	4.5	3.5	3.0
Percent of students eligible for free or reduced-price lunch				
Less than 35 percent	3.2	2.7	2.0	2.5
35 to 49 percent	5.6	5.2	4.0	4.5
50 to 74 percent	5.4	4.1	4.4	3.3
75 percent or more	8.1	7.2	6.9	5.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 1999," FRSS 67.

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Table B-22.—Standard errors of the percent of public secondary schools offering music instruction and reporting two or more full-time teachers on staff who taught music courses, by school characteristics: Academic year 1998–99

School characteristic	Two or more full-time teachers
All public secondary schools	1.9
School enrollment size	
Less than 400	4.2
400 to 999	3.2
1,000 or more	2.6
Locale	
City	3.9
Urban fringe	3.3
Town	5.2
Rural	3.9
Region	
Northeast	5.3
Southeast	4.0
Central	4.0
West	4.3
Percent minority enrollment	
5 percent or less	4.0
6 to 20 percent	5.0
21 to 50 percent	3.9
More than 50 percent	4.3
Percent of students eligible for free or reduced-price lunch	
Less than 35 percent	3.0
35 to 49 percent	5.6
50 to 74 percent	5.3
75 percent or more	7.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 1999," FRSS 67.

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Table B-23.—Standard errors of the percentage distribution of public secondary schools offering music instruction, according to the space used for teaching the subject, by school characteristics: Academic year 1999–2000

School characteristic	Dedicated room(s), with special equipment	Dedicated room(s), no special equipment	Gymnasium, auditorium, or cafeteria	Other
All public elementary schools	1.2	1.0	0.6	0.5
School enrollment size				
Less than 400	2.7	1.9	1.9	1.4
400 to 999	2.0	2.0	0.7	0.5
1,000 or more	1.2	0.9	0.6	0.6
Locale				
City	2.8	2.6	0.6	0.8
Urban fringe	1.5	1.2	0.7	0.6
Town	2.7	2.4	1.3	(†)
Rural	2.7	2.1	1.8	1.3
Region				
Northeast	2.4	2.0	1.3	0.9
Southeast	3.4	2.5	1.9	0.7
Central	1.8	1.8	0.5	(†)
West	2.8	2.1	1.5	1.3
Percent minority enrollment				
5 percent or less	1.9	1.2	1.4	0.6
6 to 20 percent	1.9	1.9	0.6	(†)
21 to 50 percent	3.5	3.0	2.1	(†)
More than 50 percent	3.3	3.0	(†)	2.0
Percent of students eligible for free or reduced-price lunch				
Less than 35 percent	1.1	1.0	0.6	0.3
35 to 49 percent	3.4	2.7	2.4	0.9
50 to 74 percent	4.1	3.6	2.6	0.5
75 percent or more	8.1	6.5	(†)	5.8

† Not applicable: estimate of standard error is not derived because it is based on a statistic estimated at 0 or 100 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 1999," FRSS 67.

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Table B-24.—Standard errors of the percent of public secondary schools offering music instruction and receiving funds from non-district sources to fund the music program, by school characteristics: Academic year 1999–2000

School characteristic	Non-district funding
All public secondary schools	1.9
School enrollment size	
Less than 400	4.9
400 to 999	2.9
1,000 or more	3.2
Locale	
City	4.0
Urban fringe	3.5
Town	5.3
Rural	5.0
Region	
Northeast	5.4
Southeast	4.5
Central	4.2
West	3.3
Percent minority enrollment	
5 percent or less	4.0
6 to 20 percent	4.2
21 to 50 percent	4.3
More than 50 percent	3.7
Percent of students eligible for free or reduced-price lunch	
Less than 35 percent	3.0
35 to 49 percent	5.1
50 to 74 percent	4.2
75 percent or more	6.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 1999," FRSS 67.

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Table B-25.—Standard errors of the percentage distribution of public secondary schools offering visual arts instruction, according to the number of different visual arts courses taught, by school characteristics: Academic year 1998–99

School characteristic	1 or 2 courses	3 or 4 courses	5 or 6 courses	More than 6 courses
All public secondary schools	2.1	2.1	1.8	1.3
School enrollment size				
Less than 400	4.8	4.8	3.4	2.7
400 to 999	3.0	2.9	2.8	1.9
1,000 or more	1.9	2.7	2.5	2.5
Locale				
City	4.7	4.2	3.3	2.5
Urban fringe	2.8	3.1	2.3	2.7
Town	5.4	4.9	4.4	3.4
Rural	3.9	4.7	4.0	2.9
Region				
Northeast	3.9	4.0	4.0	3.7
Southeast	4.9	3.5	3.4	2.2
Central	4.1	3.9	3.5	3.2
West	3.7	3.6	2.7	1.5
Percent minority enrollment				
5 percent or less	3.4	3.8	3.7	3.4
6 to 20 percent	3.9	3.7	3.2	2.6
21 to 50 percent	4.4	3.8	4.2	2.8
More than 50 percent	4.2	4.0	2.9	2.5
Percent of students eligible for free or reduced-price lunch				
Less than 35 percent	3.1	2.5	2.4	2.2
35 to 49 percent	6.0	5.6	4.2	2.7
50 to 74 percent	5.0	4.6	4.3	2.7
75 percent or more	7.5	7.6	4.4	4.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 1999," FRSS 67.

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Table B-26.—Standard errors of the percent of public secondary schools offering visual arts instruction and reporting two or more full-time teachers on staff who taught visual arts courses, by school characteristics: Academic year 1998–99

School characteristic	Two or more full-time teachers
All public secondary schools	1.8
School enrollment size	
Less than 400	2.9
400 to 999	2.5
1,000 or more	2.8
Locale	
City	4.4
Urban fringe	3.2
Town	4.4
Rural	3.0
Region	
Northeast	4.9
Southeast	3.3
Central	3.4
West	3.3
Percent minority enrollment	
5 percent or less	2.8
6 to 20 percent	3.2
21 to 50 percent	3.7
More than 50 percent	3.7
Percent of students eligible for free or reduced-price lunch	
Less than 35 percent	2.6
35 to 49 percent	4.3
50 to 74 percent	4.4
75 percent or more	7.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 1999," FRSS 67.

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Table B-27.—Standard errors of the percentage distribution of public secondary schools offering visual arts instruction, according to the space used for teaching the subject, by school characteristics: Academic year 1999–2000

School characteristic	Dedicated room(s), with special equipment	Dedicated room(s), no special equipment	Gymnasium, auditorium, or cafeteria	Other
All public elementary schools	1.6	1.2	0.4	0.9
School enrollment size				
Less than 400	3.6	2.7	1.4	3.0
400 to 999	2.1	1.9	(†)	0.7
1,000 or more	1.9	1.8	0.4	0.3
Locale				
City	2.4	2.2	0.5	0.4
Urban fringe	2.0	1.7	(†)	0.8
Town	2.5	2.2	(†)	1.4
Rural	3.9	3.3	1.3	2.8
Region				
Northeast	2.6	2.5	(†)	1.0
Southeast	2.6	2.5	(†)	1.2
Central	2.1	1.4	0.3	1.6
West	3.7	3.2	1.2	2.4
Percent minority enrollment				
5 percent or less	2.4	1.8	1.2	1.6
6 to 20 percent	3.0	2.6	0.3	1.8
21 to 50 percent	3.8	3.5	(†)	1.0
More than 50 percent	4.1	2.9	(†)	3.0
Percent of students eligible for free or reduced-price lunch				
Less than 35 percent	1.7	1.4	0.2	0.8
35 to 49 percent	4.6	3.3	(†)	2.6
50 to 74 percent	4.6	4.2	2.3	2.5
75 percent or more	8.6	5.7	(†)	7.3

† Not applicable: estimate of standard error is not derived because it is based on a statistic estimated at 0 or 100 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 1999," FRSS 67.

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Table B-28.—Standard errors of the percent and percentage distribution of public secondary schools offering dance and drama/theatre instruction, by various program characteristics: Academic year 1999–2000

Program characteristic	Dance	Drama/theatre
Number of courses offered in 1998–99		
1 or 2 courses	4.6	2.4
3 or 4 courses	4.5	2.5
5 or 6 courses	1.9	1.0
More than 6 courses	1.5	0.8
Types of teachers		
One or more full-time teachers	4.7	1.9
One or more part-time teachers	4.6	1.9
Space used for instruction		
Dedicated room, with special equipment	4.4	2.9
Dedicated room, no special equipment	3.3	2.0
Gymnasium, auditorium, or cafeteria	5.5	2.2
Other	1.3	1.4
District curriculum guide in the subject available	4.3	2.4
Curriculum guide based on state standards or National Standards for Arts Education		
Yes	4.8	2.6
No	2.3	0.8
Don't know	4.9	2.7
Funds from non-district sources available for instruction	5.1	2.2
Percent of program budget coming from non-district sources		
10 percent or less	8.0	4.9
11 to 50 percent	9.0	5.2
More than 50 percent	5.7	5.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 1999," FRSS 67.

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Table B-29.—Standard errors of the percent of public secondary schools that sponsored various supplemental arts education programs, by school characteristics: Academic year 1998–99

School characteristic	Field trips to arts performances	Field trips to art galleries or museums	Visiting artist(s)	Artist(s)-in-residence	After-school activities that incorporate the arts
All public secondary schools	1.9	1.9	2.3	1.6	2.2
School enrollment size					
Less than 400	5.1	4.4	4.7	3.3	5.5
400 to 999	2.9	2.2	3.2	2.4	2.6
1,000 or more	2.5	2.6	3.2	3.1	2.3
Locale					
City	4.3	4.3	3.9	3.8	3.5
Urban fringe	3.1	2.5	3.7	2.9	2.5
Town	5.2	5.0	5.2	3.9	5.6
Rural	4.3	4.2	4.3	3.3	4.6
Region					
Northeast	4.2	4.0	4.9	4.3	3.1
Southeast	4.6	3.9	3.6	3.1	4.4
Central	3.9	3.9	4.1	2.7	3.2
West	3.5	3.9	3.8	2.9	3.7
Percent minority enrollment					
5 percent or less	3.7	3.2	4.0	2.9	4.1
6 to 20 percent	4.1	4.2	5.3	2.9	3.5
21 to 50 percent	4.5	3.9	4.1	4.1	3.4
More than 50 percent	4.5	4.0	4.8	3.4	5.0
Percent of students eligible for free or reduced-price lunch					
Less than 35 percent	2.5	2.5	3.1	2.0	2.6
35 to 49 percent	6.4	6.2	4.6	5.7	6.2
50 to 74 percent	4.2	4.8	5.2	4.2	5.3
75 percent or more	8.2	8.5	7.9	7.2	8.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 1999," FRSS 67.

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Table B-30.—Standard errors of the percent of public secondary schools that used various funding sources for supplemental arts education programs: Academic year 1998–99

Supplemental arts program	Percent sponsoring program	Source of funding			
		General school or district funds	Parent groups	State or local arts agency	State or federal education grant
Field trips to arts performances	1.9	1.8	2.5	1.2	1.1
Field trips to art galleries or museums	1.9	2.3	2.3	1.5	1.0
Visiting artist(s)	2.3	3.5	3.3	2.9	3.2
Artist(s)-in-residence	1.6	4.7	4.0	4.4	4.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 1999," FRSS 67.

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Table B-31.—Standard errors of the percent of public secondary schools in which arts education was included in the mission statement or school improvement plan, or that were engaged in some reform initiative involving the arts, by school characteristics: Academic year 1999–2000

School characteristic	Arts education included in mission statement or school improvement plan	School reform initiative related to arts education or the integration of the arts with other academic subjects
All public secondary schools	2.1	1.8
School enrollment size		
Less than 400	4.3	4.3
400 to 999	3.1	2.6
1,000 or more	2.9	3.0
Locale		
City	3.2	3.8
Urban fringe	3.4	3.6
Town	5.4	5.1
Rural	4.7	3.8
Region		
Northeast	3.7	4.4
Southeast	4.8	4.2
Central	4.1	4.0
West	4.1	3.6
Percent minority enrollment		
5 percent or less	4.3	4.0
6 to 20 percent	3.8	4.1
21 to 50 percent	3.9	4.4
More than 50 percent	4.0	4.0
Percent of students eligible for free or reduced-price lunch		
Less than 35 percent	2.8	3.0
35 to 49 percent	6.0	5.2
50 to 74 percent	4.3	4.3
75 percent or more	8.0	8.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 1999," FRSS 67.

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Table B-32.—Standard errors of the percent of public secondary schools indicating that arts specialists have input in selected management issues related to arts instruction, by school characteristics: Academic year 1999–2000

School characteristic	Site-based management/ school improvement teams; leadership councils	Arts curriculum offered	Allocation of arts funds	Hiring of arts staff
All public secondary schools	1.5	1.2	2.0	2.2
School enrollment size				
Less than 400	3.9	2.9	4.9	4.5
400 to 999	2.1	1.4	2.3	2.8
1,000 or more	1.7	1.9	2.5	3.1
Locale				
City	2.4	2.8	3.2	4.8
Urban fringe	2.3	1.9	3.1	3.4
Town	3.6	2.7	3.8	5.5
Rural	3.8	2.3	4.0	4.5
Region				
Northeast	3.7	3.4	4.4	5.5
Southeast	3.6	3.8	4.1	3.8
Central	2.8	1.4	3.6	4.4
West	2.9	2.6	3.7	4.2
Percent minority enrollment				
5 percent or less	3.4	2.0	4.3	4.2
6 to 20 percent	2.1	1.8	3.1	3.9
21 to 50 percent	2.9	2.4	3.5	5.0
More than 50 percent	3.5	3.9	4.4	4.5
Percent of students eligible for free or reduced-price lunch				
Less than 35 percent	2.0	1.5	2.7	3.1
35 to 49 percent	4.9	2.9	6.0	5.3
50 to 74 percent	2.9	3.4	3.8	5.4
75 percent or more	6.8	7.9	8.4	7.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 1999," FRSS 67.

Table B-33.—Standard errors of the percent of public secondary schools indicating various ways that arts programs and instruction are assessed, and the presence of a district-level arts coordinator, by school characteristics: Academic year 1999–2000

School characteristic	Principal evaluates arts teachers in the same way other teachers are evaluated	Principal evaluates the arts program in the same way other programs are evaluated	School conducts standardized assessment of student achievement in the arts	Specialist or coordinator at the district level who is responsible for the arts programs offered
All public secondary schools	1.0	1.5	2.0	1.9
School enrollment size				
Less than 400	2.7	3.4	3.9	4.5
400 to 999	1.0	1.6	2.7	3.0
1,000 or more	1.1	1.6	2.6	2.8
Locale				
City	0.5	1.6	2.6	4.6
Urban fringe	1.4	1.7	2.8	3.0
Town	2.8	3.1	5.1	4.7
Rural	2.4	2.9	4.3	4.2
Region				
Northeast	2.3	2.9	4.4	5.4
Southeast	2.4	3.4	3.2	4.3
Central	1.8	1.9	3.3	4.0
West	1.9	2.8	3.3	3.8
Percent minority enrollment				
5 percent or less	2.0	2.5	3.4	4.1
6 to 20 percent	1.8	2.5	3.7	4.3
21 to 50 percent	1.0	2.9	4.0	4.6
More than 50 percent	3.2	3.3	3.6	3.9
Percent of students eligible for free or reduced-price lunch				
Less than 35 percent	1.3	2.1	2.1	2.6
35 to 49 percent	0.7	2.7	5.3	5.7
50 to 74 percent	2.2	3.1	5.4	5.7
75 percent or more	7.3	7.2	6.8	7.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 1999," FRSS 67.

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Table B-34.—Standard errors of the percent of public secondary school principals indicating the extent to which they believe individuals at the school and parents consider the arts an essential part of a high-quality education, by school characteristics: Academic year 1999–2000

School characteristic	Administrators		Non-arts teaching staff		Parents	
	Great extent	Moderate extent	Great extent	Moderate extent	Great extent	Moderate extent
All public secondary schools	2.0	1.9	1.8	1.8	1.9	2.0
School enrollment size						
Less than 400	4.0	3.7	4.2	4.7	4.1	5.2
400 to 999	2.9	2.3	2.9	3.0	2.7	2.6
1,000 or more	2.4	2.2	2.8	3.0	2.7	3.2
Locale						
City	3.5	3.1	3.6	3.4	3.6	3.0
Urban fringe	3.0	2.6	2.9	3.1	3.2	3.5
Town	4.3	4.0	5.5	5.6	5.5	4.8
Rural	4.0	3.4	4.5	4.5	4.1	5.1
Region						
Northeast	3.7	3.3	4.5	4.2	4.5	4.3
Southeast	3.8	3.3	4.1	4.0	3.6	4.5
Central	3.4	3.0	3.7	3.8	3.8	3.6
West	4.1	4.1	3.7	3.7	4.1	3.9
Percent minority enrollment						
5 percent or less	3.4	2.6	3.3	3.6	3.8	4.1
6 to 20 percent	4.3	4.0	4.9	4.8	4.0	4.4
21 to 50 percent	4.1	3.9	4.1	3.1	4.2	4.2
More than 50 percent	4.3	4.1	4.1	4.7	3.7	3.8
Percent of students eligible for free or reduced-price lunch						
Less than 35 percent	2.4	2.1	2.9	2.5	2.7	2.6
35 to 49 percent	3.9	4.0	5.6	5.7	5.7	6.3
50 to 74 percent	5.2	5.3	5.0	4.9	4.6	5.4
75 percent or more	8.5	8.2	7.5	8.8	6.0	7.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 1999," FRSS 67.

Table B-35.—Standard errors of the number and percent of music specialists, visual arts specialists, and classroom teachers in public elementary schools, by teaching status: Academic year 1999–2000

Type of teacher and status	National estimate	
	Number	Percent
Music specialists	70,700	(†)
Full time	63,100	1.5
Part time	7,600	1.5
Visual arts specialists	37,800	(†)
Full time	30,200	2.6
Part time	7,600	2.6
Full time classroom teachers	903,200	0.2

† Not applicable: estimate of standard error is not derived because it is based on a statistic estimated at 0 or 100 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Elementary School Music Specialists," "Survey of Elementary School Visual Arts Specialists," and "Arts Survey of Elementary School Classroom Teachers," FRSS 77.

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Table B-36.—Standard errors of the percentage distribution of public elementary school music specialists, visual arts specialists, and classroom teachers indicating their number of years of teaching experience, both overall and in-field: Academic year 1999–2000

Type of teacher	Years of teaching experience			
	3 or fewer years	4 to 9 years	10 to 19 years	20 or more years
Music specialists				
Years of teaching experience overall	1.6	2.2	2.6	2.3
Years of teaching in-field	1.6	2.2	2.4	2.3
Visual arts specialists				
Years of teaching experience overall	2.6	2.4	2.7	2.8
Years of teaching in-field	2.8	2.5	2.5	2.5
Classroom teachers				
Years of teaching experience overall	1.8	1.9	2.1	2.6
Years of teaching in-field	(—)	(—)	(—)	(—)

— Not available; statistic not collected for the classroom teacher survey.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Elementary School Music Specialists," "Survey of Elementary School Visual Arts Specialists," and "Arts Survey of Elementary School Classroom Teachers," FRSS 77.

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Table B-37.—Standard errors of the percentage distribution of public elementary school music specialists, visual arts specialists, and classroom teachers indicating the number of years they plan to continue teaching: Academic year 1999–2000

Type of teacher	1 to 9 years	10 to 19 years	20 or more years
Music specialists	2.7	2.8	2.8
Visual arts specialists	3.3	3.4	3.2
Classroom teachers	2.3	2.1	1.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Elementary School Music Specialists," "Survey of Elementary School Visual Arts Specialists," and "Arts Survey of Elementary School Classroom Teachers," FRSS 77.

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Table B-38.—Standard errors of the percent of public elementary school music specialists, visual arts specialists, and classroom teachers, by degrees held: Academic year 1999–2000

Type of teacher	Bachelor's degree	Master's degree	Doctor's degree	Other degree
Music specialists	0.3	2.9	0.5	0.7
Visual arts specialists	0.2	2.9	(†)	1.4
Classroom teachers	0.2	2.1	0.2	0.7

† Not applicable: estimate of standard error is not derived because it is based on a statistic estimated at 0 or 100 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Elementary School Music Specialists," "Survey of Elementary School Visual Arts Specialists," and "Arts Survey of Elementary School Classroom Teachers," FRSS 77.

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Table B-39.—Standard errors of the percent of public elementary school music and visual arts specialists with a degree in-field and who majored in various fields of study for a bachelor's or master's degree: Academic year 1999–2000

Degree and field of study	Music specialists	Visual arts specialists
Bachelor's or master's degree in-field	1.4	2.4
Bachelor's degree		
Music education	2.6	(#)
Music	2.5	(#)
Arts education	(#)	3.5
Applied or fine arts	(#)	3.1
Elementary education	1.2	1.9
Other	1.0	1.8
Master's degree		
Music education	4.2	(#)
Music	2.9	(#)
Arts education	(#)	5.2
Applied or fine arts	(#)	4.6
Elementary education	2.0	2.0
Other	3.6	4.9

#Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Elementary School Music Specialists," and "Survey of Elementary School Visual Arts Specialists," FRSS 77.

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Table B-40.—Standard errors of the percent of public elementary school music specialists, visual arts specialists, and classroom teachers, by the types of teaching certificates held: Academic year 1999–2000

Type of teacher	General elementary education certificate	Arts education certificate	Neither
Music specialists	2.0	1.4	1.4
Visual arts specialists	3.3	2.0	1.6
Classroom teachers	0.3	(—)	(—)

— Not available; statistic not collected for the classroom teacher survey.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Elementary School Music Specialists," "Survey of Elementary School Visual Arts Specialists," and "Arts Survey of Elementary School Classroom Teachers," FRSS 77.

Table B-41.—Standard errors of the percent of public elementary school music specialists, visual arts specialists, and classroom teachers indicating the number of hours spent in various professional development activities in the last 12 months, by content area: Academic year 1999–2000

Content area	Music specialists		Visual arts specialists		Classroom teachers	
	1 to 8	More than 8	1 to 8	More than 8	1 to 8	More than 8
Activities focusing on arts instruction						
Applied study in an arts area	4.1	4.1	3.6	3.6	3.9	3.9
Developing knowledge of the historical, cultural, or analytical aspects of an arts area	3.4	3.4	4.1	4.1	4.0	4.0
Connecting arts learning with other subject areas	3.5	3.5	3.6	3.6	3.2	3.2
Activities designed for all teachers						
New methods of teaching	3.0	3.0	2.9	2.9	2.8	2.8
Incorporating state or district standards into instruction	2.9	2.9	3.8	3.8	2.4	2.4
Student performance assessment	3.0	3.0	3.3	3.3	2.7	2.7
Integrating education technologies into instruction	3.4	3.4	3.7	3.7	2.8	2.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Elementary School Music Specialists," "Survey of Elementary School Visual Arts Specialists," and "Arts Surveys of Elementary School Classroom Teachers," FRSS 77.

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Table B-42.—Standard errors of the percentage distribution of public elementary school music and visual arts specialists, by the number of schools at which they teach: Academic year 1999–2000

Type of teacher	1 school	2 schools	3 schools	4 schools or more
Music specialists	2.8	2.8	2.2	2.5
Visual arts specialists	3.1	2.9	1.9	1.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Elementary School Music Specialists," and "Survey of Elementary School Visual Arts Specialists," FRSS 77.

Table B-43.—Standard errors of the means for various indicators of teaching load for public elementary school music and visual arts specialists: Academic year 1999–2000

Indicator of teaching load	Music specialists	Visual arts specialists
Mean number of classes taught in a typical school day	2.3	2.0
Mean number of classes taught in a typical school week, across all schools	0.8	0.5
Mean number of students taught in total, across all schools	3.4	14.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Elementary School Music Specialists," and "Survey of Elementary School Visual Arts Specialists," FRSS 77.

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Table B-44.—Standard errors of the percentage distribution of public elementary school music and visual arts specialists indicating how adequate are various aspects of their schools' arts programs in support of their instruction: Academic year 1999–2000

Type of support	Not at all adequate	Minimally adequate	Moderately adequate	Completely adequate
Music specialists				
Facilities (dedicated room or space for music instruction)	1.9	2.1	2.4	2.2
Instructional resources (materials and supplies for music instruction, such as sheet music, tapes, and CDs)	1.3	2.4	2.2	2.4
Classroom instruments (instruments typically used by students in the general music classroom)	1.4	1.8	2.7	2.4
Orchestra or band instruments (instruments available for students wishing to participate in the school string/orchestra or band program)	2.3	3.8	4.1	2.6
Classroom equipment (equipment typically used in the general music classroom, such as a piano or a stereo system)	0.9	1.6	2.8	2.7
Technologies (electronic equipment used in the study and creation of music, such as computer, MDI keyboards, and sequencers)	2.7	2.5	2.0	1.3
Instructional time with students	0.9	2.8	3.0	2.3
Time for individual or collaborative planning	2.1	2.6	2.5	1.7
Visual arts specialists				
Facilities (dedicated room or space for visual arts instruction)	2.5	2.1	2.7	2.9
Instructional resources (reusable resources used for instruction in visual arts, such as art prints, slides, and videotapes)	1.8	2.8	3.2	2.7
Art materials (expendable resources such as paint, ink, clay, and paper)	0.9	2.6	3.0	2.9
Art tools (equipment used to create and learn about visual arts, such as brushes, scissors, brayers, and clay tools)	0.3	2.6	2.8	2.6
Classroom equipment (equipment used to create and learn about visual arts, such as cameras, kilns, and easels)	2.4	2.4	2.8	2.4
Technologies (electronic equipment used in the study and creation of art, such as computers, scanners, and video equipment)	2.8	3.1	2.6	2.2
Instructional time with students	1.2	3.0	3.2	2.6
Time for individual or collaborative planning	2.4	2.5	2.5	2.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Elementary School Music Specialists," and "Survey of Elementary School Visual Arts Specialists," FRSS 77.

Table B-45.—Standard errors of the percentage distribution of public elementary school music and visual arts specialists reporting frequency of participation in various collaborative activities related to arts instruction within the last 12 months: Academic year 1999–2000

Arts-specific collaborative activity	Music specialists			Visual arts specialists		
	Never	A few times a year	At least once a month	Never	A few times a year	At least once a month
Common planning period with other arts specialists at the school	3.1	2.5	2.0	2.8	2.8	2.5
Consulting with classroom teachers about integrating the arts subject taught into a lesson or unit of study that they teach	3.1	2.6	2.0	2.2	3.0	2.9
Collaborating with other teachers on designing and teaching an interdisciplinary lesson or unit of study that includes taught subject	3.2	2.8	1.7	2.8	3.6	3.1
Visiting classrooms of colleagues who teach the same subject	3.0	2.8	1.2	3.0	2.6	1.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Elementary School Music Specialists," and "Survey of Elementary School Visual Arts Specialists," FRSS 77.

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Table B-46.—Standard errors of the percentage distribution of public elementary school music specialists, visual arts specialists, and classroom teachers reporting frequency of participation in various collaborative activities related to teaching within the last 12 months: Academic year 1999–2000

Collaborative activity	Music specialists			Visual arts specialists			Classroom teachers		
	Never	A few times a year	At least once a month	Never	A few times a year	At least once a month	Never	A few times a year	At least once a month
Common planning period with (other) regular classroom teachers	2.4	2.2	1.5	3.4	2.9	2.2	1.5	1.9	2.1
Sharing ideas about teaching with teachers outside assigned school(s)	1.8	2.9	2.8	2.1	2.8	2.6	1.5	2.5	2.3
Participating in site-based management or school improvement teams	3.1	2.7	1.8	3.1	2.9	2.2	1.8	2.4	2.1
Providing input in the preparation of Individual Education Plans	2.8	2.8	1.5	3.0	2.6	1.7	1.5	2.4	2.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Elementary School Music Specialists," "Survey of Elementary School Visual Arts Specialists," and "Arts Survey of Elementary School Classroom Teachers," FRSS 77.

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Table B-47.—Standard errors of the percentage distribution of public elementary school music and visual arts specialists indicating the degree to which they agree with various statements about how instruction in music and visual arts is valued at their schools: Academic year 1999–2000

Supportive statement	Music				Visual arts			
	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
Parents support me in my efforts to educate their children	0.6	1.2	3.1	3.1	0.7	1.6	3.4	3.0
The administration supports me in my work	1.0	1.6	2.1	2.4	1.4	1.9	3.0	3.4
Other teachers consider my subject an important part of the school's curriculum	1.4	1.9	2.7	2.0	1.0	2.3	2.9	2.6
The school administrators and teachers are in favor of interdisciplinary instruction that includes my subject	1.2	2.1	2.6	1.8	1.4	2.0	3.3	3.0
Students are motivated to do well in my class	0.7	1.5	2.8	2.9	0.6	1.3	3.1	3.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Elementary School Music Specialists," and "Survey of Elementary School Visual Arts Specialists," FRSS 77.

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Table B-48.—Standard errors of the percent of public elementary school music specialists, visual arts specialists, and classroom teachers reporting various characteristics of the arts curriculum that is taught at their schools: Academic year 1999–2000

Characteristic of arts curriculum	Music specialists	Visual arts specialists	Classroom teachers
Based on a local or district curriculum guide	2.0	2.8	2.3
Aligned with state standards or National Standards for Arts Education	1.6	2.4	2.6
Integrated with other arts subjects	2.8	2.7	(—)
Integrated with other academic subjects	2.8	2.4	1.6

— Not available; statistic not collected for the classroom teacher survey.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Elementary School Music Specialists," and "Survey of Elementary School Visual Arts Specialists," and "Arts Survey of Elementary School Classroom Teachers," FRSS 77.

Table B-49.—Standard errors of the percentage distribution of public elementary school classroom teachers, according to the extent to which they included the arts in their instruction, by type of activity: Academic year 1999–2000

Activity	Not at all	Small extent	Moderate extent	Great extent
Incorporate music into instruction in other subject areas	1.8	2.8	2.5	1.9
Incorporate visual arts into instruction in other subject areas	0.5	1.9	2.5	2.2
Incorporate drama/theatre into instruction in other subject areas	1.6	2.5	2.2	1.4
Incorporate dance into instruction in other subject areas	2.0	2.3	1.4	0.9
Teach thematic units that integrate subjects, including the arts	1.2	2.4	2.1	2.2
Use prepackaged curriculum materials or textbooks to teach the arts	2.1	1.9	1.4	0.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, and "Arts Survey of Elementary School Classroom Teachers," FRSS 77.

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Table B-50.—Standard errors of the percentage distribution of public elementary school music specialists reporting the degree to which they emphasize various goals or objectives of student learning: Academic year 1999–2000

Goal or objective in music	No emphasis	Minor emphasis	Moderate emphasis	Major emphasis
Singing a varied repertoire of music	1.9	1.6	2.4	2.8
Performing a varied repertoire on a range of instruments	1.6	2.5	2.9	2.5
Improvising melodies, variations, and accompaniments	2.0	2.9	2.5	1.5
Composing and arranging music	2.6	2.5	2.0	1.4
Reading and notating music	0.8	1.4	2.5	2.8
Listening to, analyzing, and describing music	0.8	2.7	3.0	2.7
Evaluating music and music performances	1.4	2.1	2.5	2.6
Learning about the expressive possibilities of music	0.5	2.4	2.7	2.8
Making connections between music, the other arts, and other disciplines	0.9	2.5	2.6	2.4
Understanding music in relation to history and cultures	1.0	2.3	2.2	2.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Elementary School Music Specialists," FRSS 77.

Table B-51.—Standard errors of the percentage distribution of public elementary school visual arts specialists reporting the degree to which they emphasize various goals or objectives of student learning: Academic year 1999–2000

Goal or objective in visual art	No emphasis	Minor emphasis	Moderate emphasis	Major emphasis
Creating works in a broad range of art forms	0.6	1.8	2.8	3.2
Understanding and applying various media, techniques, and processes	0.2	1.0	2.8	2.9
Using knowledge of elements, functions, and principles of art	(†)	1.2	2.7	2.9
Choosing and evaluating a range of subject matter, symbols, and ideas	0.6	2.0	2.6	2.6
Learning about the expressive possibilities of visual arts	0.2	1.9	3.1	2.7
Reflecting upon and assessing own or others' work	0.5	2.2	2.8	2.8
Making connections between visual arts, other arts, and other disciplines	1.2	2.6	3.1	3.5
Understanding visual arts in relation to history and cultures	0.9	2.0	2.9	3.1

† Not applicable: estimate of standard error is not derived because it is based on a statistic estimated at 0 or 100 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Elementary School Visual Arts Specialists," FRSS 77.

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Table B-52.—Standard errors of the percentage distribution of public elementary school music specialists, visual arts specialists, and classroom teachers reporting the extent to which they use various types of assessments in their arts instruction: Academic year 1999–2000

Extent of use	Observation	Selected-response assessments	Short written answers or essays	Performance tasks or projects	Portfolio collections of student work	Developed rubrics
Music specialists						
Not at all	0.3	2.8	2.8	1.0	3.3	3.8
Small extent	0.6	3.0	3.2	2.1	2.6	2.4
Moderate extent	1.6	2.5	2.4	2.8	1.7	2.8
Great extent	1.8	1.8	0.7	3.0	1.4	1.4
Visual arts specialists						
Not at all	0.3	3.1	3.1	1.2	3.0	3.5
Small extent	0.4	2.8	3.1	1.5	2.6	3.1
Moderate extent	2.2	1.9	2.6	3.1	2.6	3.1
Great extent	2.2	1.3	1.4	3.3	3.1	2.7
Classroom teachers						
Not at all	1.2	3.5	3.5	1.9	3.0	4.2
Small extent	2.5	3.0	3.1	2.6	3.0	3.2
Moderate extent	3.7	2.4	2.9	2.9	3.0	2.9
Great extent	4.6	1.3	2.0	3.4	3.3	2.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Elementary School Music Specialists," "Survey of Elementary School Visual Arts Specialists," and "Arts Survey of Elementary School Classroom Teachers," FRSS 77.

Table B-53.—Standard errors of the percentage distribution of public elementary music specialists reporting the extent to which they participate in various activities related to music outside of their regular school duties, by type of activity: Academic year 1999–2000

Activity	Not at all	Small extent	Moderate extent	Great extent
Provide instrument/voice instruction	2.7	2.7	2.1	2.8
Perform as a soloist or with an ensemble	2.2	2.1	2.6	2.7
Compose or arrange music	2.7	2.5	2.2	1.6
Conduct community or other ensembles	3.0	2.2	2.1	2.7
Attend live music performances	0.3	2.1	2.8	2.7
Study, critique, or write about music	2.6	2.4	1.4	1.5
Provide arts leadership in community or state	2.7	2.9	2.0	1.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Elementary School Music Specialists," "Survey of Elementary School Visual Arts Specialists," and "Arts Survey of Elementary School Classroom Teachers," FRSS 77.

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Table B-54.—Standard errors of the percentage distribution of public elementary visual arts specialists reporting the extent to which they participate in activities related to visual arts outside of school duties, by type of activity: Academic year 1999–2000

Activity	Not at all	Small extent	Moderate extent	Great extent
Teach art at a studio or gallery	3.0	2.1	1.6	1.5
Create works of art	1.1	3.5	3.1	3.2
Exhibit works of art	2.8	2.5	2.4	1.7
View and respond to art at museums or galleries	1.3	2.6	2.7	2.9
Study, critique, or write about art	3.0	2.4	2.5	1.8
Provide arts leadership in community or state	2.5	2.9	2.2	1.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Elementary School Visual Arts Specialists," FRSS 77.

Table B-55.—Standard errors of the percentage distribution of public elementary classroom teachers reporting the extent to which they participate in activities related to the arts outside of school duties, by type of activity: Academic year 1999–2000

Activity	Not at all	Small extent	Moderate extent	Great extent
Create or perform works of art	2.2	1.8	1.4	1.2
Teach one of the arts	1.7	1.4	0.7	0.7
View or respond to art	1.4	2.2	2.5	1.6
Study, critique, or write about art	2.2	2.0	0.9	0.6
Provide arts leadership in community or state	1.6	1.4	0.7	0.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, and "Arts Survey of Elementary School Classroom Teachers," FRSS 77.

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Table B-56.—Standard errors for chapter 2 figures and data not shown in tables: Academic years 1998–99 and 1999–2000

Item	Estimate	Standard error
Figure 1: Percent of public elementary schools offering instruction designated specifically for music, visual arts, dance, and drama/theatre: Academic year 1999–2000		
Music	94	1.0
Visual arts	87	1.4
Dance	20	1.5
Drama/theatre	19	1.6
Figure 2: Percentage distribution of public elementary schools offering music instruction, according to the portion of the school year that a typical student received instruction: Academic year 1999–2000		
Entire school year	93	1.2
Half the year	4	0.9
One-quarter of the year	1	0.3
Less than one-quarter of the year	2	0.6
Other	1	0.3
Figure 3: Percentage distribution of public elementary schools with a written curriculum guide in music, according to whether the guide was aligned with the state's standards or the National Standards for Arts Education: Academic year 1999–2000		
Curriculum guide aligned with the state's standards or the National Standards for Arts Education	78	2.1
No curriculum guide aligned with the state's standards or the National Standards for Arts Education	4	1.0
Unknown whether curriculum guide aligned with the state's standards or the National Standards for Arts Education	18	2.0
Figure 4: Percentage distribution of public elementary schools with a written curriculum guide in music, according to whether the guide was created or updated in the last 5 years: Academic year 1999–2000		
Curriculum guide created or updated in the last 5 years	78	2.2
Curriculum guide not created or updated in the last 5 years	10	1.6
Unknown whether curriculum guide created or updated in the last 5 years	12	1.6
Figure 5: Percent of public elementary schools offering music instruction, according to whether the school receives funds from non-district sources, and the percent of the designated music budget that comes from these sources: Academic year 1999–2000		
No non-district funding	80	1.5
Any non-district funding	20	1.5
10 percent or less	65	5.6
11 to 50 percent	26	4.6
More than 50 percent	9	3.4
Figure 6: Percentage distribution of public elementary schools offering visual arts instruction, according to the portion of the school year that a typical student received instruction: Academic year 1999–2000		
Entire school year	88	1.5
Half the year	5	1.0
One-quarter of the year	3	0.7
Less than one-quarter of the year	3	0.6
Other	2	0.8
Figure 7: Percentage distribution of public elementary schools with a written curriculum guide in visual arts, according to whether the guide was aligned with the state's standards or the National Standards for Arts Education: Academic year 1999–2000		
Curriculum guide aligned with the state's standards or the National Standards for Arts Education	77	2.3
No curriculum guide aligned with the state's standards or the National Standards for Arts Education	5	1.6
Unknown whether curriculum guide aligned with the state's standards or the National Standards for Arts Education	18	2.0

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Table B-56.—Standard errors for chapter 2 figures and data not shown in tables: Academic years 1998–99 and 1999–2000—Continued

Item	Estimate	Standard error
Figure 8: Percentage distribution of public elementary schools with a written curriculum guide in visual arts, according to whether the curriculum guide was created or updated in the last 5 years: Academic year 1999–2000		
Curriculum guide created or updated in the last 5 years	81	2.5
Curriculum guide not created or updated in the last 5 years	10	1.8
Unknown whether curriculum guide created or updated in the last 5 years	9	1.5
Figure 9: Percent of public elementary schools offering visual arts instruction, according to whether the school receives funds from non-district sources, and the percent of the designated visual arts budget that comes from these sources: Academic year 1999–2000		
No non-district funding	78	1.8
Any non-district funding	22	1.8
10 percent or less	63	4.2
11 to 50 percent	23	3.4
More than 50 percent	15	3.2
Figure 10: Percent of public elementary schools indicating various methods of incorporating dance or creative movement into other curriculum areas: Academic year 1999–2000		
Dance taught as part of the physical education program	48	2.2
Dance taught as part of the music curriculum	48	2.2
Dance integrated into other curriculum areas	28	1.9
Figure 11: Percent of public elementary schools indicating various methods of incorporating drama/theatre into other curriculum areas: Academic year 1999–2000		
Drama taught as part of the English/language arts curriculum	30	2.2
Drama activities integrated into other areas of the curriculum	43	2.6
Other approaches to including drama activities	11	1.4
Chapter 2, section on dance instruction		
Percent of elementary schools reporting that dance curriculum guide had been created or updated in the last 5 years	75	6.1
Chapter 2, section on drama/theatre instruction		
Percent of elementary schools reporting that drama/theatre curriculum guide had been created or updated in the last 5 years	82	5.3
Chapter 2, section on availability of supplemental programs and activities		
Mean number of visiting artists per elementary school	3.3	0.3
Mean number of artists-in-residence elementary per school	2.1	0.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Elementary School Arts Education Survey: Fall 1999," FRSS 67.

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Table B-57.—Standard errors for chapter 3 figures and data not shown in tables: Academic years 1998–99 and 1999–2000

Item	Estimate	Standard error
Figure 12: Percent of public secondary schools offering music, visual arts, dance, and drama/theatre instruction: Academic year 1999–2000		
Music	90	1.3
Visual arts	93	1.2
Dance	14	1.1
Drama/theatre	48	2.1
Figure 13: Percentage distribution of public secondary schools offering music instruction, according to the numbers of full-time and part-time teachers who taught courses in the subject: Academic year 1998–99		
0 full-time music teachers	9	1.4
1 full-time music teacher	38	2.2
2 full-time music teachers	34	1.9
3 or more full-time music teachers	19	1.6
0 part-time music teachers	62	2.1
1 part-time music teacher	25	1.8
2 part-time music teachers	9	1.1
3 or more part-time music teachers	3	0.6
Figure 14: Percentage distribution of public secondary schools with a written curriculum guide in music, according to whether the guide was aligned with the state's standards or the National Standards for Arts Education: Academic year 1999–2000		
Curriculum guide aligned with the state's standards or the National Standards for Arts Education	80	2.1
No curriculum guide aligned with the state's standards or the National Standards for Arts Education	4	1.0
Unknown whether curriculum guide aligned with the state's standards or the National Standards for Arts Education	17	1.9
Figure 15: Percentage distribution of public secondary schools with a written curriculum guide in music, according to whether the guide was created or updated in the last 5 years: Academic year 1999–2000		
Curriculum guide created or updated in the last 5 years	83	1.9
Curriculum guide not created or updated in the last 5 years	8	1.3
Unknown whether curriculum guide created or updated in the last 5 years	10	1.2
Figure 16: Percentage distribution of public secondary schools offering music instruction and receiving funds from non-district sources, by the percent of the designated music budget that comes from these sources: Academic year 1999–2000		
No non-district funding	53	1.9
Any non-district funding	47	1.9
10 percent or less	53	3.5
11 to 50 percent	34	3.5
More than 50 percent	13	2.3
Figure 17: Percentage distribution of public secondary schools offering visual arts instruction, according to the numbers of full-time and part-time teachers who taught courses in the subject: Academic year 1998–99		
0 full-time visual arts teachers	6	1.3
1 full-time visual arts teacher	62	2.1
2 full-time visual arts teachers	20	1.7
3 or more full-time visual arts teachers	13	1.0
0 part-time visual arts teachers	78	2.0
1 part-time visual arts teacher	20	2.0
2 part-time visual arts teachers	1	0.3
3 or more part-time visual arts teachers	1	0.4

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Table B-57.—Standard errors for chapter 3 figures and data not shown in tables: Academic years 1998–99 and 1999–2000—Continued

Item	Estimate	Standard error
Figure 18: Percentage distribution of public secondary schools with a written curriculum guide in visual arts, according to whether the guide was aligned with the state's standards or the National Standards for Arts Education: Academic year 1999–2000		
Curriculum guide aligned with the state's standards or the National Standards for Arts Education	81	1.9
No curriculum guide aligned with the state's standards or the National Standards for Arts Education	4	1.0
Unknown whether curriculum guide aligned with the state's standards or the National Standards for Arts Education	15	1.6
Figure 19: Percentage distribution of public secondary schools with a written curriculum guide in visual arts, according to whether the guide was created or updated in the last 5 years: Academic year 1999–2000		
Curriculum guide created or updated in the last 5 years	82	1.8
Curriculum guide not created or updated in the last 5 years	10	1.2
Unknown whether curriculum guide created or updated in the last 5 years	8	1.2
Figure 20: Percentage distribution of public secondary schools offering visual arts instruction and receiving funds from non-district sources, by the percent of the designated music budget that comes from these sources: Academic year 1999–2000		
No non-district funding	82	1.6
Any non-district funding	18	1.6
10 percent or less	74	4.7
11 to 50 percent	14	3.4
More than 50 percent	12	3.3
Figure 21: Percent of public secondary schools reporting various ways that creative writing is taught or included in the school curriculum: Academic year 1999–2000		
Courses in creative writing taught at school	35	1.9
Creative writing techniques taught in English department	90	1.1
Creative writing is integrated into other areas of the curriculum	81	1.5
Chapter 3, section on music instruction		
Percent of secondary schools reporting a written curriculum guide in music	86	1.5
Chapter 3, section on visual arts instruction		
Percent of secondary schools reporting a written curriculum guide in visual arts	87	1.5
Percent of secondary schools reporting receiving funds from parent groups, booster clubs, or local businesses	18	1.6
Chapter 3, section on availability of supplemental programs and activities		
Mean number of visiting artists per secondary school	2.5	0.2
Mean number of artists-in-residence per secondary school	2.0	0.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 1999," FRSS 67.

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Table B-58.—Standard errors for chapter 4 figures and data not shown in tables: Academic years 1998–99 and 1999–2000

Item	Estimate	Standard error
Figure 22: Percent of public elementary school music specialists, visual arts specialists, and classroom teachers who participated in various professional development activities focusing on arts instruction in the last 12 months: Academic year 1999–2000		
Applied study in arts area: Music specialists	49	2.8
Applied study in arts area: Visual arts specialists	56	3.0
Applied study in arts area: Classroom teachers	27	2.2
Developing knowledge about an arts area: Music specialists	60	2.9
Developing knowledge about an arts area: Visual arts specialists	72	2.6
Developing knowledge about an arts area: Classroom teachers	25	2.2
Connecting arts learning with other subject areas: Music specialists	72	2.2
Connecting arts learning with other subject areas: Visual arts specialists	79	3.0
Connecting arts learning with other subject areas: Classroom teachers	46	2.5
Figure 23: Percent of public elementary school music specialists, visual arts specialists, and classroom teachers who participated in various professional development activities designed for teachers in the last 12 months: Academic year 1999–2000		
New methods of teaching: Music specialists	68	2.1
New methods of teaching: Visual arts specialists	70	3.3
New methods of teaching: Classroom teachers	86	1.6
Incorporating state or district standards into instruction: Music specialists	78	2.1
Incorporating state or district standards into instruction: Visual arts specialists	81	2.4
Incorporating state or district standards into instruction: Classroom teacher	90	1.3
Student performance or assessment: Music specialists	69	2.3
Student performance or assessment: Visual arts specialists	69	3.2
Student performance or assessment: Classroom teachers	87	1.4
Integrating education technologies into instruction in taught subject area: Music specialists	65	2.7
Integrating education technologies into instruction in taught subject area: Visual arts specialists	64	3.5
Integrating education technologies into instruction in taught subject area: Classroom teachers	84	1.7
Figure 24: Percent of public elementary school music specialists, visual arts specialists, and classroom teachers who participated in professional development activities focusing on arts instruction in the last 12 months and indicating that the activity improved their teaching to a moderate or great extent: Academic year 1999–2000		
Applied study in arts area: Music specialists	73	3.6
Applied study in arts area: Visual arts specialists	73	3.6
Applied study in arts area: Classroom teachers	51	4.7
Developing knowledge about an arts area: Music specialists	70	3.8
Developing knowledge about an arts area: Visual arts specialists	75	3.3
Developing knowledge about an arts area: Classroom teachers	53	4.2
Connecting arts learning with other subject areas: Music specialists	69	2.8
Connecting arts learning with other subject areas: Visual arts specialists	75	3.2
Connecting arts learning with other subject areas: Classroom teachers	57	3.3

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Table B-58.—Standard errors for chapter 4 figures and data not shown in tables: Academic years 1998–99 and 1999–2000—Continued

Item	Estimate	Standard error
Figure 25: Percent of public elementary school music specialists, visual arts specialists, and classroom teachers who participated in professional development activities designed for teachers in the last 12 months and indicated that the activity improved their teaching to a moderate or great extent: Academic year 1999–2000		
New methods of teaching: Music specialists	58	3.2
New methods of teaching: Visual arts specialists	58	3.0
New methods of teaching: Classroom teachers	77	2.4
Incorporating state or district standards into instruction: Music specialists	54	3.4
Incorporating state or district standards into instruction: Visual arts specialists	55	3.1
Incorporating state or district standards into instruction: Classroom teachers	70	2.4
Student performance or assessment: Music specialists	50	3.7
Student performance or assessment: Visual arts specialists	55	3.4
Student performance or assessment: Classroom teachers	67	2.7
Integrating education technologies into instruction in taught subject area: Music specialists	55	5.5
Integrating education technologies into instruction in taught subject area: Visual arts specialists	61	4.0
Integrating education technologies into instruction in taught subject area: Classroom teachers	70	2.5
Figure 26: Mean number of hours teachers have designated as planning or preparation time when students are in attendance during a typical school week, by type of teacher: Academic year 1999–2000		
Music specialists	3.6	0.1
Visual arts specialists	4.2	0.1
Classroom teachers	3.4	0.1
Chapter 4, section on classroom teachers and assessment in the arts		
Classroom teachers who included arts in their instruction and used formal assessments to evaluate students	48	2.5
Chapter 4, section on educational backgrounds of specialists and classroom teachers		
Classroom teachers who had an arts major or minor for their bachelor's degree	9	1.1
Classroom teachers who had an arts major or minor for their master's degree	2	1.1
Classroom teachers who had an arts major or minor for their bachelor's or master's degree	10	1.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Elementary School Music Specialists," "Survey of Elementary School Visual Arts Specialists," and "Arts Survey of Elementary School Classroom Teachers," FRSS 77.

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Appendix C

Survey Questionnaires

1999 FRSS ARTS EDUCATION SURVEY INSTRUMENTS

U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS
WASHINGTON, D.C. 20208-5651

ELEMENTARY SCHOOL ARTS EDUCATION SURVEY: FALL 1999

FAST RESPONSE SURVEY SYSTEM

FORM APPROVED
O.M.B. NO.: 1850-0733
EXPIRATION DATE: 07/2002

This survey is authorized by law (P.L. 103-382). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

DEFINITIONS FOR THIS SURVEY:

Artist-in-Residence — A visual, literary, or performing artist or folklorist — sometimes called **Artist-in-the-School** — who visits a school for an extended period (more than 1 week) for the purposes of teaching artistic techniques and concepts, conducting inservice teacher training, and/or consulting in the development of curricula.

Certified (credentialed) specialist — An education professional with an advanced, regular, or alternative state certificate in one of the arts disciplines, or with a degree from an accredited arts education program.

Dance — An instructional program that prepares students to express themselves through movement in the performance of one or more of the dance disciplines, including ballet, modern, jazz, ethnic, and folk dance, and that describes dance as a cultural phenomenon. Includes instruction in choreography, dance history and criticism, and dance production.

Drama/theatre — An instructional program that generally describes the study of dramatic works and their performance. Includes instruction in dramatic literature, dramatic styles and types, and the principles of organizing and producing plays.

Music — An instructional program for the purpose of helping students learn to perform, create, and respond to (appreciate) music. Performance studies include voice, choir, and instrumental studies such as guitar, piano, band, and orchestra. Creating studies include music improvisation, arranging, and composition. Music classes typically foster appreciation by developing an understanding of music theory, criticism, and the historical development of music in various cultures.

Visiting artist — A visual, literary, or performing artist or folklorist who visits a school to perform, demonstrate, or teach for a period of 1 week or less.

Visual arts — An instructional program for the purpose of helping students learn to create and respond to the visual arts. Students create their own artwork in a range of media and processes. Art classes typically foster appreciation by developing an understanding of art history and criticism and the roles visual arts play within various cultures, times, and places.

AFFIX LABEL HERE

IF ABOVE INFORMATION IS INCORRECT, PLEASE MAKE CORRECTIONS DIRECTLY ON LABEL.

Name of person completing form:_____ Telephone:_____

Title/position:_____

Best days and times to reach you (in case of questions):_____

E-mail:_____ Grades taught at this school: Low grade _____ High grade _____.

PLEASE RETURN COMPLETED FORM TO:	IF YOU HAVE ANY QUESTIONS, CONTACT:
WESTAT	Nancy Carey
1650 Research Boulevard	800-937-8281, ext. 4467
Rockville, Maryland 20850	Fax: 800-254-0984
Attention: 716603-Carey	E-mail: careyn1@westat.com

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FRSS Form No. 67, 7/2002

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PLEASE READ THE FOLLOWING INSTRUCTIONS

Questions 1 through 8 of this questionnaire ask a series of questions about instruction at your school this year in the following arts subjects: visual arts, music, dance, and drama/theatre. **Before answering the questions, please refer to the definitions on the cover.** Then answer question 1 for the first subject listed. If the answer to question 1 is 1-4, proceed with questions 2 through 7 for that subject. If the answer to question 1 is 5 ("not at all"), then go to the subject in the next column and answer question 1. Then proceed with Questions 2 through 7 for that subject.

Questions	Visual arts	Music	Dance	Drama/ theatre
1. How often does a typical student in your school receive instruction designated specifically for this subject during the regular school day? *(Circle one.)*				
a. Every day	1	1	1	1
b. 3 or 4 times a week	2	2	2	2
c. Once or twice a week	3	3	3	3
d. Less than once a week	4	4	4	4
e. Not at all *(Skip to the next column.)*	5	5	5	5
2. Approximately how many minutes is a typical class or period of instruction in the subject?	_____	_____	_____	_____
3. What is the duration of the class, i.e., does a typical student receive instruction throughout the school year or for some portion of the year? *(Circle one.)*				
a. Entire school year	1	1	1	1
b. Half the school year	2	2	2	2
c. One-quarter of the school year	3	3	3	3
d. Less than a quarter of the school year	4	4	4	4
e. Other *(describe)* _____	5	5	5	5
4. Which of the following statements **best** describes the space used for teaching the subject at your school this year? *(Circle one.)*				
a. Dedicated room(s), with special equipment	1	1	1	1
b. Dedicated room(s), no special equipment	2	2	2	2
c. Gymnasium, auditorium, or cafeteria	3	3	3	3
d. Regular classrooms only	4	4	4	4
e. Other *(specify)* _____	5	5	5	5
5. What is the position of the person(s) who teach(es) the subject? *(Check all that apply. Count itinerant teachers as part time.)*				
a. Full-time, certified (credentialed) specialist	☐	☐	☐	☐
b. Part-time, certified (credentialed) specialist	☐	☐	☐	☐
c. Classroom teacher	☐	☐	☐	☐
d. Other faculty member *(specify)* _____	☐	☐	☐	☐
e. Artist-in-Residence or teaching artist	☐	☐	☐	☐
f. Volunteer	☐	☐	☐	☐
6a. Does your school typically receive funds from any outside sources, including (but not limited to) parents groups or local businesses, to fund its education program in the subject? *(Y = Yes, N = No)*	Y N	Y N	Y N	Y N
6b. If yes, approximately what percent of the budget designated for the subject comes from outside sources?	_____%	_____%	_____%	_____%
7a. Does your district have a written curriculum guide in the subject that your teachers are expected to follow? *(If no, skip questions 7b and 7c.)*	Y N	Y N	Y N	Y N
7b. Is the curriculum guide aligned with your state's standards or the National Standards for Arts Education? *(DK = Don't know)*	Y N DK	Y N DK	Y N DK	Y N DK
7c. Was the curriculum guide created or updated in the last 5 years?	Y N DK	Y N DK	Y N DK	Y N DK

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8. Which of the following statements, if any, accurately describe the way drama/theatre and dance/creative movement are being taught at your school this year? *(Circle one on each line.)*

		Yes	No
a.	Drama/theatre is taught as part of the English/language arts curriculum	1	2
b.	Drama/theatre activities and instruction are integrated into other areas of the curriculum	1	2
c.	Other *(specify)* _____	1	2
d.	Dance/creative movement is taught as part of the physical education program	1	2
e.	Dance/creative movement is taught as part of the music curriculum	1	2
f.	Dance/creative movement activities and instruction are integrated into other areas of the curriculum	1	2
g.	Other *(specify)* _____	1	2

9. Please answer the following questions concerning the arts programs and arts staff at your school this year. *(Circle one on each line.)*

		Yes	No
a.	Is arts education included in any mission statements or goals of your school (e.g., yearly goals, School Improvement Plan)?	1	2
b.	Are arts specialists included on site-based management teams, school improvement teams, or leadership councils?	1	2
c.	Do arts specialists have input in the following aspects of the arts education program?		
	1. Staff hiring	1	2
	2. Curriculum offered	1	2
	3. Allocation of arts funds	1	2
d.	Does your school conduct any standardized or district-wide assessments of student performance and achievement in the arts?	1	2
e.	Does your school principal observe and conduct evaluations of arts specialists in the same way that teachers in other curriculum areas are evaluated?	1	2
f.	Does your school principal evaluate the school's arts programs in the same way that other instructional programs are evaluated?	1	2
g.	Is there a curriculum specialist or program coordinator at the district level who is responsible for the curriculum and instructional programs offered in the arts?	1	2

10. In general, to what extent do you think the following individuals at your school consider the arts an essential part of a high-quality education? *(Circle one on each line.)*

	Individuals	Not at all	Small extent	Moderate extent	Great extent	Cannot judge
a.	The administrators at the school	1	2	3	4	5
b.	The teaching staff (excluding arts specialists)	1	2	3	4	5
c.	The parents	1	2	3	4	5

		Yes	No
11a.	Are there any school improvement initiatives related to arts education, or the integration of the arts with other academic subjects, currently underway in your school?	1	2

11b. If yes, please describe _____

_____

		Yes	No
12a.	Does your school provide/sponsor any after-school activities for students that incorporate the arts?	1	2

12b. If yes, please describe _____

_____

13a. Do you consider your school to be operating under site-based management?

Yes ..... 1 *(Continue with question 13b.)* No..... 2 *(Skip to question 14.)*

13b. Which of the following management issues are site based? *(Circle one on each line.)*

		Yes	No
a.	Staff hiring	1	2
b.	Curriculum design	1	2
c.	Budget	1	2

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14. During the 1998-1999 school year, which of the following types of music instruction, or classes were offered at your school during the regular school day? For each type, indicate for which grades instruction was offered, and the approximate percent of the students in those grades who participated.

	Offered		Grades taught	Percent of students who participated
	Yes	No		
a. General music	1	2	_____	_____
b. Chorus	1	2	_____	_____
c. Band	1	2	_____	_____
d. Strings/orchestra	1	2	_____	_____
e. Other *(specify)* _____	1	2	_____	_____

15. For each program or activity related to arts education listed below:
In section A, indicate if your school sponsored each program or activity listed during the 1998-1999 school year.
In section B, indicate the number your school sponsored.
In section C, indicate all of the source(s) that were used to fund the program or activity. *(Check all that apply.)*

Program/activity	A. Sponsored?		B. How many?	C. Funding source?			
	Yes	No		State or local arts agency	State or federal education grant	General school or district funds	Parent group funds
a. Artist-in-Residence/Artist-in-the-School	1	2	____	☐	☐	☐	☐
b. Visiting artist(s)	1	2	____	☐	☐	☐	☐
c. Field trips to art galleries or museums *(Count each destination once.)*	1	2	____	☐	☐	☐	☐
d. Field trips to arts performances (*Count each destination once.)*	1	2	____	☐	☐	☐	☐

17a. What was your school's total enrollment as of October 1, 1999? _____

17b. How has this enrollment changed since the 1993-1994 school year?

Decreased..... 1 About the same..... 2 Increased 3

18. Compared to the 1993-1994 school year, please indicate whether or not each of the following aspects of your school's arts education program has changed. *(Circle one on each line.) NOTE: If you are unable to provide this information because either the school did not exist 5 years ago or you were not at the school at that time, check the box and skip to question 19*..... ☐

Aspect of arts program	Not available either time	Decreased greatly	Decreased slightly	Remained the same	Increased slightly	Increased greatly
a. Arts instruction time	1	2	3	4	5	6
b. Number of arts staff	1	2	3	4	5	6
c. Arts supplies and materials	1	2	3	4	5	6
d. Percent of school budget designated for arts programs and activities	1	2	3	4	5	6
e. Use of instructional materials produced by cultural institutions, such as museums, galleries, or orchestras	1	2	3	4	5	6
f. Enrollment in arts electives, such as band	1	2	3	4	5	6
g. Field trips to sites relevant to arts education	1	2	3	4	5	6

19. During the 1998-1999 school year, what percent of your students were eligible for the federally funded free or reduced-price lunch program? _____ %

20. The National Endowment for the Arts (NEA) may want to ask some schools to participate in a followup study on arts education at a later time. Does NEA have your school principal's permission to consider your school for a followup study? Yes..... 1 No..... 2

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U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS
WASHINGTON, D.C. 20208-5651

SECONDARY SCHOOL ARTS EDUCATION SURVEY: FALL 1999

FAST RESPONSE SURVEY SYSTEM

FORM APPROVED
O.M.B. NO.: 1850-0733
EXPIRATION DATE: 07/2002

This survey is authorized by law (P.L. 103-382). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

DEFINITIONS FOR THIS SURVEY:

Artist-in-Residence — A visual, literary, or performing artist or folklorist — sometimes called **Artist-in-the-School** — who visits a school for an extended period (more than 1 week) for the purposes of teaching artistic techniques and concepts, conducting inservice teacher training, and/or consulting in the development of curricula.

Creative writing — An instructional program that describes the process and techniques of original composition in various literary forms, such as short stories, plays, and poetry.

Dance — An instructional program that prepares students to express themselves through movement in the performance of one or more of the dance disciplines, including ballet, modern, jazz, ethnic, and folk dance, and that describes dance as a cultural phenomenon. Includes instruction in choreography, dance history and criticism, and dance production.

Drama/theatre - An instructional program that generally describes the study of dramatic works and their performance. Includes instruction in dramatic literature, dramatic styles and types, and the principles of organizing and producing plays.

Music — An instructional program for the purpose of helping students learn to perform, create, and respond to (appreciate) music. Performance studies include voice, choir, and instrumental studies such as guitar, piano, band, and orchestra. Creating studies include music improvisation, arranging, and composition. Music classes typically foster appreciation by developing an understanding of music theory, criticism, and the historical development of music in various cultures.

Visiting artist — A visual, literary, or performing artist or folklorist who visits a school to perform, demonstrate, or teach for a period of 1 week or less.

Visual arts — An instructional program for the purpose of helping students learn to create and respond to the visual arts. Students create their own artwork in a range of media and processes. Art classes typically foster appreciation by developing an understanding of art history and criticism and the roles visual arts play within various cultures, times, and places.

AFFIX LABEL HERE

IF ABOVE INFORMATION IS INCORRECT, PLEASE MAKE CORRECTIONS DIRECTLY ON LABEL.

Name of person completing form:_____ Telephone:_____

Title/position:_____

Best days and times to reach you (in case of questions):_____

E-mail:_____ Grades taught at this school: Low grade _____ High grade_____.

PLEASE RETURN COMPLETED FORM TO:	IF YOU HAVE ANY QUESTIONS, CONTACT:
WESTAT	Nancy Carey
1650 Research Boulevard	800-937-8281, ext. 4467
Rockville, Maryland 20850	Fax: 800-254-0984
Attention: 716603-Carey	E-mail: careyn1@westat.com

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0733 The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collected. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: National Center for Education Statistics, 555 New Jersey Avenue, N.W., Washington, D.C. 20208.

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PLEASE READ THE FOLLOWING INSTRUCTIONS.

Questions 1 through 8 of this questionnaire ask a series of questions about instruction at your school in the following arts subjects: visual arts, music, dance, and drama/theatre. **Before answering the questions, please refer to the definitions on the cover.** Then answer question 1 for the first subject listed. If the answer to question 1 is "Yes," then proceed with questions 2 through 8 for that subject. If the answer to question 1 is "No," then go to the subject in the next column and answer question 1. Then proceed with Questions 2 through 8 for that subject.

Questions	Visual arts	Music	Dance	Drama/ theatre
1. Is this arts subject taught at your school during the regular school day? *(Y = Yes, N = No)*	Y N	Y N	Y N	Y N
2. How many different courses did your school offer in this subject during the 1998-1999 school year? *(Count different sections of the same course as one course.)*	_____	_____	_____	_____
3. Approximately how many students at your school were enrolled in classes in the subject during the 1998-1999 school year?	_____	_____	_____	_____
4. How many full-time teachers on your 1998-1999 school staff taught courses in the subject?	_____	_____	_____	_____
5. How many part-time teachers on your 1998-1999 school staff taught courses in the subject? *(Count itinerant teachers as part time.)*	_____	_____	_____	_____
6. Which of the following statements **best** describes the space used for teaching the subject at your school this year? *(Circle one.)*				
a. Dedicated room(s), with special equipment	1	1	1	1
b. Dedicated room(s), no special equipment	2	2	2	2
c. Gymnasium, auditorium, or cafeteria	3	3	3	3
d. Other *(specify)* _____	4	4	4	4
7a. Does your school typically receive funds from any outside sources, including (but not limited to) parents groups, Booster clubs, or local businesses, to fund its education program in the subject?	Y N	Y N	Y N	Y N
7b. If yes, approximately what percent of the budget designated for the subject comes from outside sources?	_____%	_____%	_____%	_____%
8a. Does your district have a written curriculum guide in the subject that your teachers are expected to follow? *(If no, skip questions 8b and 8c.)*	Y N	Y N	Y N	Y N
8b. Is the curriculum aligned with your state's standards or the National Standards for Arts Education? *(DK = Don't know)*	Y N DK	Y N DK	Y N DK	Y N DK
8c. Was the curriculum guide created or updated in the last 5 years?	Y N DK	Y N DK	Y N DK	Y N DK

9. Which of the following statements, if any, accurately describe the way creative writing is taught at your school this year? *(Circle one on each line.)*

	Yes	No
a. Separate courses in creative writing, as defined on the cover, are taught at this school	1	2
b. Processes and techniques in creative writing are taught in courses offered by the English department	1	2
c. Creative writing activities and instruction are integrated into other areas of the curriculum	1	2
d. Other *(specify)* _____	1	2

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10. Please answer the following questions concerning the arts programs and arts staff at your school this year.

	Yes	No
a. Is arts education included in any mission statements or goals of your school (e.g., yearly goals, School Improvement Plan)?	1	2
b. Are arts teachers included on site-based management teams, school improvement teams, or leadership councils?	1	2
c. Do arts teachers have input in the following aspects of the arts education program?		
1. Staff hiring	1	2
2. Curriculum offered	1	2
3. Allocation of arts funds	1	2
d. Does your school conduct any standardized or district-wide assessments of student performance and achievement in the arts?	1	2
e. Does your school principal observe and conduct evaluations of arts teachers in the same way that teachers in other curriculum areas are evaluated?	1	2
f. Does your school principal evaluate your school's arts programs in the same way that other instructional programs are evaluated?	1	2
g. Is there a curriculum specialist or program coordinator at the district level who is responsible for the curriculum and instructional programs offered in the arts?	1	2

11. In general, to what extent do you think the following individuals at your school consider the arts an essential part of a high-quality education? *(Circle one on each line.)*

Individuals	Not at all	Small extent	Moderate extent	Great extent	Cannot judge
a. The administrators	1	2	3	4	5
b. The teaching staff (excluding arts teachers)	1	2	3	4	5
c. The parents	1	2	3	4	5

	Yes	No
12a. Are there any school improvement initiatives related to arts education, or the integration of the arts with other academic subjects, currently underway in your school?	1	2

12b. If yes, please describe. _____

_____

13a. Does your school provide/sponsor any after-school activities for students that incorporate the arts?	1	2

13b. If yes, please describe. _____

_____

14a. Is coursework in the arts a *specific* requirement for graduation in your district this year?	1	2

14b. If yes, how many credits are required? _____

15a. Are grades in arts classes included in the calculation of students' GPA?	1	2
15b. Do these grades receive the same weight in the calculation as grades in other academic subjects?	1	2

16a. Do you consider your school to be operating under site-based management?

Yes ..... 1 *(Continue with question 16b.)* No..... 2 *(Skip to question 18a.)*

16b. Which of the following management issues are site based? *(Circle one on each line.)*

	Yes	No
a. Staff hiring	1	2
b. Curriculum design	1	2
c. Budget	1	2

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18a. During the 1998-1999 school year, did any students at your school take arts classes that were taught at another location, but were offered during the regular school day and were considered part of your school's educational program?

Yes ..... 1 No..... 2 *(Skip to question 20.)*

18b. How many students did so? _____

18c. In which of the following locations were these classes offered? *(Circle one on each line.)*

		Yes	No
a.	Other schools	1	2
b.	Performing arts studios or stages	1	2
c.	Museums or galleries	1	2
d.	Local arts centers	1	2
e.	Other *(specify)* _____	1	2

20. For each program or activity related to arts education listed below:
In section A, indicate if your school sponsored the program or activity during the 1998-1999 school year.
In section B, indicate the number your school sponsored.
In section C, indicate all of the source(s) that were used to fund the program or activity. *(Check all that apply.)*

Program/activity	A. Sponsored?		B. How many?	C. Funding source?			
	Yes	No		State or local arts agency	State or federal education grant	General school or district funds	Parent group funds
a. Artist-in-Residence/Artist-in-the-School	1	2	____	☐	☐	☐	☐
b. Visiting artist(s)	1	2	____	☐	☐	☐	☐
c. Field trips to art galleries or museums *(Count each destination once.)*	1	2	____	☐	☐	☐	☐
d. Field trips to arts performances *(Count each destination once.)*	1	2	____	☐	☐	☐	☐

21a. What was your school's total enrollment as of October 1, 1999? _____

21b. How has this total enrollment changed since the 1993-1994 school year?

Decreased 1
About the same 2
Increased 3

22. Compared to the 1993-1994 school year, please indicate whether or not each of the following aspects of your school's arts education program has changed. *(Circle one on each line.) NOTE: If you are unable to provide this information because either the school did not exist 5 years ago or you were not at the school at that time, check the box and skip to question 23*..... ☐

Aspect of arts program	Not available either time	Decreased greatly	Decreased slightly	Remained the same	Increased slightly	Increased greatly
a. Number of arts courses	1	2	3	4	5	6
b. Number of arts staff	1	2	3	4	5	6
c. Allocation of arts supplies and materials	1	2	3	4	5	6
d. Percent of school budget designated for arts programs and activities	1	2	3	4	5	6
e. Use of instructional materials produced by cultural institutions, such as museums, galleries, or orchestras	1	2	3	4	5	6
f. Enrollment in arts classes	1	2	3	4	5	6
g. Field trips to sites relevant to arts education	1	2	3	4	5	6

23. During the 1998-1999 school year, what percent of your students were eligible for the federally funded free or reduced-price lunch program? _____ %

24. The National Endowment for the Arts (NEA) may want to ask some schools to participate in a followup study on arts education at a later time. Does NEA have your school principal's permission to consider your school for a followup study? Yes..... 1 No..... 2

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U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS
WASHINGTON, D.C. 20208-5651

FORM APPROVED
O.M.B. NO.: 1850-0733
EXPIRATION DATE: 07/2002

SURVEY OF ELEMENTARY SCHOOL MUSIC SPECIALISTS

FAST RESPONSE SURVEY SYSTEM

This survey is authorized by law (P.L. 103-382). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

Arts instruction—the study of creative works in music, dance, drama/theatre, or visual arts and the process of producing them.

Arts specialist—an education professional with a teaching certificate in an arts discipline, such as music, dance, drama/theatre, or visual arts, who provides separate instruction in that discipline.

IF ABOVE INFORMATION IS INCORRECT, PLEASE MAKE CORRECTIONS DIRECTLY ON LABEL.

Name of person completing this form: _____

Title/position: _____

Are you a full-time teacher? Yes..... 1 No..... 2

Telephone: _____ E-mail: _____

Best days and times to reach you (in case of questions): _____

THANK YOU. PLEASE KEEP A COPY OF THIS QUESTIONNAIRE FOR YOUR RECORDS.

PLEASE RETURN COMPLETED FORM TO:	IF YOU HAVE ANY QUESTIONS, CONTACT:
Carey (716616) WESTAT 1650 Research Boulevard Rockville, Maryland 20850	Nancy Carey at Westat 800-937-8281, ext. 4467 or 301-294-4467 Fax: 800-254-0984 E-mail: careyn1@westat.com

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FRSS Form No. 77, 02/2000

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DIRECTIONS: This questionnaire is intended for teachers who primarily teach *music in elementary schools*. If you currently have some other teaching assignment, do not continue. Check the box ☐, complete the respondent section on the front of the questionnaire, and return it to Westat. Thank you.

1a. How do you classify your current teaching arrangement? *(Circle only one number.)*

Teach music full time ..... 1 Teach music part time 2
Other *(specify)* _____ 3

1b. At how many schools do you teach music? _____

2. What grades do you teach at your currently assigned school(s)? *(Circle all that apply.)*

PK K 1 2 3 4 5 6 7 8

3. Please check the box(es) next to the teaching certificate(s) you hold. Then indicate the type of certificate that it is by circling one number.

		Regular, standard, or professional	Probationary	Provisional, temporary, or emergency
a. General elementary education	☐	1	2	3
b. Music education	☐	1	2	3
c. Other *(specify)* _____	☐	1	2	3

4. Please check the box(es) next to the degree(s) you hold, and write in the year you received the degree(s) and your major and minor fields of study for each degree.

Degree	Year	Major field	Minor field
Bachelor's ☐			
Master's ☐			
Doctorate ☐			
Other *(specify)* _____ ☐			

5a. Including this school year, how many years have you been employed as a teacher? _____
(Include years spent teaching both full and part time, and in both public and private schools. Exclude time spent student teaching or as a teacher's aide.)

5b. How many years have you taught music? _____

6. Approximately how many more years do you plan to be teaching? _____

7. Consider all of the professional development activities in which you participated in the last 12 months (excluding training received as a student teacher). In **Column A**, indicate how many total hours, if any, you spent in activities in which the following content areas were a major focus. In **Column B**, for any content area in which you had any professional development activities in the last 12 months, indicate to what extent you believe it has improved your classroom teaching.

	A. Total hours			B. Improved my teaching			
	0	1-8	More than 8	Not at all	Small extent	Moderate extent	Great extent
	(Circle one per line.)						
Activities designed for music teachers							
a. Applied study in performing music	1	2	3	1	2	3	4
b. Applied study in improvising, arranging, or composing music	1	2	3	1	2	3	4
c. Developing knowledge about music (e.g., historical, cultural, analytical)	1	2	3	1	2	3	4
d. Connecting music learning with other subject areas	1	2	3	1	2	3	4
e. Integrating educational technologies into music instruction	1	2	3	1	2	3	4
Activities designed for all teachers							
f. New methods of teaching (e.g., cooperative learning)	1	2	3	1	2	3	4
g. Incorporating state or district standards into instruction ...	1	2	3	1	2	3	4
h. Student performance assessment	1	2	3	1	2	3	4

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8. During a typical school day, to how many different classes of students do you teach music **at the school named on the cover of this questionnaire?** _____

9. During a typical school week, to how many different classes of students do you teach music **across all schools?** *(Include classes in all schools in which you teach. Count any class that meets more than once a week as* ***one*** *class of students.)* _____

10. In total, to how many students are you currently teaching music? *(Include all schools in which you teach.)* _____

11. How much time during regular school hours (i.e., while students are in attendance) do you have designated as planning or preparation time? Please write in the total number of hours you have designated for planning during a typical week of school. *(Include all schools in which you teach.)* _____

Please answer questions 12 through 17 for the school that is named on the cover of this questionnaire.

12. In the last 12 months, how frequently have you participated in the following activities related to your teaching at this school? *(Circle one on each line.)*

	Never	A few times a year	Once a month	2 to 3 times a month	At least once a week
a. Common planning period with regular classroom teachers	1	2	3	4	5
b. Common planning period with other arts specialists at this school	1	2	3	4	5
c. Consulting with classroom teachers to help them integrate music into a lesson or unit of study that they teach	1	2	3	4	5
d. Collaborating with other teachers on designing and teaching an interdisciplinary lesson or unit of study that includes music	1	2	3	4	5
e. Sharing ideas about teaching with other teachers outside your assigned school(s)	1	2	3	4	5
f. Visiting classrooms of colleagues who teach music	1	2	3	4	5
g. Participating in Site-based Management or School Improvement Teams or Leadership Councils	1	2	3	4	5
h. Providing input in the preparation of Individual Education Plans (IEPs) for students with special needs	1	2	3	4	5

13. Do you agree or disagree with each of the following statements about music instruction at this school? *(Circle one on each line.)*

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
a. Parents support me in my efforts to educate their children	1	2	3	4
b. The administration supports me in my work	1	2	3	4
c. Other teachers consider music an important part of the school's curriculum	1	2	3	4
d. The school administrators and teachers are in favor of interdisciplinary instruction that includes music	1	2	3	4
e. Students are motivated to do well in music class	1	2	3	4

14. Which of the following statements describe your instructional program in music at this school? *(Circle one on each line.)*

	Yes	No	Don't know
a. It is based on a written, sequential, local (or district) curriculum guide	1	2	3
b. It is aligned with your state's standards or the National Standards for Arts Education	1	2	3
c. It is integrated with other arts subjects	1	2	3
d. It is integrated with other academic subjects	1	2	3
e. Other *(specify)* _____	1	2	3

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15. How adequate is the support for teaching music at this school in each of the following areas? *(Circle one on each line.)*

	Not at all	Minimally adequate	Moderately adequate	Completely adequate
a. Instructional time with students	1	2	3	4
b. Time for individual or collaborative planning	1	2	3	4
c. Facilities—Dedicated room or space for music instruction	1	2	3	4
d. Instructional resources—Materials and supplies for music instruction, such as sheet music, tapes and CDs, textbooks, CD-ROMs, videotapes, and software	1	2	3	4
e. Classroom instruments—Instruments typically used by students in the general music classroom, such as simple percussion, mallet keyboards, and chorded zithers	1	2	3	4
f. Orchestra and band instruments—Instruments available for students wishing to participate in the school string/orchestra or band program. If your school has no band or strings program, check the box ☐ and continue	1	2	3	4
g. Classroom equipment—Equipment typically used by teachers in the general music classroom, such as a piano and a stereo system with a CD player and tape recording/playback capability	1	2	3	4
h. Technologies—Electronic equipment used in the study and creation of music, such as computers, MIDI keyboards, and sequencers	1	2	3	4

16. In general, how much emphasis do you give to each of the following goals or objectives of student learning at this school? *(Circle one on each line.)*

	No emphasis	Minor emphasis	Moderate emphasis	Major emphasis
a. Singing a varied repertoire of music	1	2	3	4
b. Performing a varied repertoire of music on a range of instruments	1	2	3	4
c. Improvising melodies, variations, and accompaniments	1	2	3	4
d. Composing and arranging music within specified guidelines	1	2	3	4
e. Reading and notating music	1	2	3	4
f. Listening to, analyzing, and describing music	1	2	3	4
g. Evaluating music and music performances	1	2	3	4
h. Learning about the expressive possibilities of music (i.e., conveying feelings, ideas, and meaning)	1	2	3	4
i. Making connections between music, the other arts, and disciplines outside the arts	1	2	3	4
j. Understanding music in relation to history and cultures	1	2	3	4

17. To what extent, if any, do you use the following types of assessment to determine student progress and achievement in music at this school? *(Circle one on each line.) If you do no formal assessment in music, check the box ☐ and skip to question 18.*

	Not at all	Small extent	Moderate extent	Great extent
a. Observation	1	2	3	4
b. Selected-response assessments (i.e., multiple choice, matching)	1	2	3	4
c. Assessments requiring short written answers or essays	1	2	3	4
d. Performance tasks or projects	1	2	3	4
e. Portfolio collection of student work	1	2	3	4
f. Developed rubrics	1	2	3	4

18. Outside of your school duties, to what extent, if any, do you participate in each of the following activities related to music at this time? *(Circle one on each line.)*

	Not at all	Small extent	Moderate extent	Great extent
a. Provide instruction in a musical instrument or voice	1	2	3	4
b. Perform as a soloist or member of an ensemble	1	2	3	4
c. Compose or arrange music	1	2	3	4
d. Conduct community or other ensembles	1	2	3	4
e. Attend live musical performances	1	2	3	4
f. Study, critique, or write about music	1	2	3	4
g. Provide arts leadership in your community or state	1	2	3	4

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U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS
WASHINGTON, D.C. 20208-5651

FORM APPROVED
O.M.B. NO.: 1850-0733
EXPIRATION DATE: 07/2002

SURVEY OF ELEMENTARY SCHOOL VISUAL ARTS SPECIALISTS

FAST RESPONSE SURVEY SYSTEM

This survey is authorized by law (P.L. 103-382). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

Arts instruction—the study of creative works in music, dance, drama/theatre, or visual arts and the process of producing them.

Arts specialist—an education professional with a teaching certificate in an arts discipline, such as music, dance, drama/theatre, or visual arts, who provides separate instruction in that discipline.

IF ABOVE INFORMATION IS INCORRECT, PLEASE MAKE CORRECTIONS DIRECTLY ON LABEL.

Name of person completing this form: _____

Title/position: _____

Are you a full-time teacher? Yes..... 1 No..... 2

Telephone: _____ E-mail: _____

Best days and times to reach you (in case of questions): _____

THANK YOU. PLEASE KEEP A COPY OF THIS QUESTIONNAIRE FOR YOUR RECORDS.

PLEASE RETURN COMPLETED FORM TO:	IF YOU HAVE ANY QUESTIONS, CONTACT:
Carey (716616) WESTAT 1650 Research Boulevard Rockville, Maryland 20850	Nancy Carey at Westat 800-937-8281, ext. 4467 or 301-294-4467 Fax: 800-254-0984 E-mail: careyn1@westat.com

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0733. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collected. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: National Center for Education Statistics, 555 New Jersey Avenue, N.W., Washington, D.C. 20208.

FRSS Form No. 77, 02/2000

BEST COPY AVAILABLE

DIRECTIONS: This questionnaire is intended for teachers who primarily teach *visual arts in elementary schools.* If you currently have some other teaching assignment, do not continue. Check the box ☐, complete the respondent section on the front of the questionnaire, and return it to Westat. Thank you.

1a. How do you classify your current teaching arrangement? *(Circle only one number.)*

Teach visual arts full time ..... 1 Teach visual arts part time 2
Other *(specify)* _____ 3

1b. At how many schools do you teach visual arts? _____

2. What grades do you teach at your currently assigned school(s)? *(Circle all that apply.)*

PK K 1 2 3 4 5 6 7 8

3. Please check the box(es) next to the teaching certificate(s) you hold. Then indicate the type of certificate that it is by circling one number.

		Regular, standard, or professional	Probationary	Provisional, temporary, or emergency
a. General elementary education.....	☐	1	2	3
b. Art education.....	☐	1	2	3
c. Other *(specify)* _____	☐	1	2	3

4. Please check the box(es) next to the degree(s) you hold, and write in the year you received the degree(s) and your major and minor fields of study for each degree.

Degree	Year	Major field	Minor field
Bachelor's ☐			
Master's ☐			
Doctorate ☐			
Other ☐ *(specify)* _____			

5a. Including this school year, how many years have you been employed as a teacher? _____
(Include years spent teaching both full and part time, and in both public and private schools. Exclude time spent student teaching or as a teacher's aide.)

5b. How many years have you taught visual arts? _____

6. Approximately how many more years do you plan to be teaching? _____

7. Consider all of the professional development activities in which you participated in the last 12 months (excluding training as a student teacher). In **Column A**, indicate how many total hours, if any, you spent in activities in which the following content areas were a major focus. In **Column B**, for any content area in which you had any professional development activities in the last 12 months, indicate to what extent you believe it has improved your classroom teaching.

	A. Total hours			B. Improved my teaching			
	0	1-8	More than 8	Not at all	Small extent	Moderate extent	Great extent
	(Circle one per line.)						
Activities designed for visual arts teachers							
a. Applied study in art studio (e.g., painting, photography) ..	1	2	3	1	2	3	4
b. Developing knowledge about visual arts (e.g., historical, cultural, analytical)	1	2	3	1	2	3	4
c. Connecting visual arts learning with other subject areas .	1	2	3	1	2	3	4
d. Integrating educational technologies into visual arts instruction.....	1	2	3	1	2	3	4
Activities designed for all teachers							
e. New methods of teaching (e.g., cooperative learning).....	1	2	3	1	2	3	4
f. Incorporating state or district standards into instruction ...	1	2	3	1	2	3	4
g. Student performance assessment.....	1	2	3	1	2	3	4

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8. During a typical school day, to how many different classes of students do you teach visual arts **at the school named on the cover of this questionnaire**? _____

9. During a typical school week, to how many different classes of students do you teach visual arts **across all schools**? *(Include classes in all schools in which you teach. Count any class that meets more than once a week as* ***one*** *class of students.)* _____

10. In total, to how many students are you currently teaching visual arts? *(Include all schools in which you teach.)*_____

11. How much time during regular school hours (i.e., while students are in attendance) do you have designated as planning or preparation time? Please write in the total number of hours you have designated for planning during a typical week of school. *(Include all schools in which you teach.)* _____

Please answer questions 12 through 17 for the school that is named on the cover of the questionnaire.

12. In the last 12 months, how frequently have you participated in the following activities related to your teaching at this school? *(Circle one on each line.)*

	Never	A few times a year	Once a month	2 to 3 times a month	At least once a week
a. Common planning period with regular classroom teachers	1	2	3	4	5
b. Common planning period with other arts specialists at this school	1	2	3	4	5
c. Consulting with classroom teachers to help them integrate visual arts into a lesson or unit of study that they teach	1	2	3	4	5
d. Collaborating with other teachers on designing and teaching an interdisciplinary lesson or unit of study that includes visual arts	1	2	3	4	5
e. Sharing ideas about teaching with other teachers outside your assigned school(s)	1	2	3	4	5
f. Visiting classrooms of colleagues who teach visual arts	1	2	3	4	5
g. Participating in Site-based Management or School Improvement Teams or Leadership Councils	1	2	3	4	5
h. Providing input in the preparation of Individual Education Plans (IEPs) for students with special needs	1	2	3	4	5

13. Do you agree or disagree with each of the following statements about instruction in visual arts at this school? *(Circle one on each line.)*

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
a. Parents support me in my efforts to educate their children	1	2	3	4
b. The administration supports me in my work	1	2	3	4
c. Other teachers consider visual arts an important part of the school's curriculum	1	2	3	4
d. The school administrators and teachers are in favor of interdisciplinary instruction that includes visual arts	1	2	3	4
e. Students are motivated to do well in art class	1	2	3	4

14. Which of the following statements describe your instructional program in visual arts at this school? *(Circle one on each line.)*

	Yes	No	Don't know
a. It is based on a written, sequential, local (or district) curriculum guide	1	2	3
b. It is aligned with your state's standards or the National Standards for Arts Education	1	2	3
c. It is integrated with other arts subjects	1	2	3
d. It is integrated with other academic subjects	1	2	3
e. Other *(specify)* _____	1	2	3

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15. How adequate is the support for teaching visual arts at this school in each of the following areas? *(Circle one on each line.)*

	Not at all	Minimally adequate	Moderately adequate	Completely adequate
a. Instructional time with students	1	2	3	4
b. Time for individual or collaborative planning	1	2	3	4
c. *Facilities*—Dedicated room or space for visual arts instruction	1	2	3	4
d. *Instructional resources*—Reusable resources used for instruction in visual arts, such as art prints, slides, textbooks, videotapes, art periodicals, and projectors	1	2	3	4
e. *Art materials*—Expendable resources such as paint, ink, clay, paper, cardboard, film, and wood	1	2	3	4
f. *Art tools*—Equipment used to create and learn about visual arts, such as brushes, scissors, brayers, and clay tools	1	2	3	4
g. *Classroom equipment*—Equipment used to create and learn about visual arts, such as cameras, kilns, display cases and display boards, and easels	1	2	3	4
h. *Technologies*—Electronic equipment used in the study and creation of art, such as computers, scanners, printers, and video equipment	1	2	3	4

16. In general, how much emphasis do you give to each of the following goals or objectives of student learning at this school? *(Circle one on each line.)*

	No emphasis	Minor emphasis	Moderate emphasis	Major emphasis
a. Creating works in a broad range of art, including the fine arts, communication and design arts, folk arts, and crafts	1	2	3	4
b. Understanding and applying various media, techniques, and processes	1	2	3	4
c. Using knowledge of elements, functions, and principles of art	1	2	3	4
d. Choosing and evaluating a range of subject matter, symbols, and ideas	1	2	3	4
e. Learning about the expressive possibilities of visual arts (i.e., conveying feelings, ideas, and meaning)	1	2	3	4
f. Reflecting upon and assessing the characteristics and merits of their work and the work of others	1	2	3	4
g. Making connections between visual arts, the other arts, and disciplines outside the arts	1	2	3	4
h. Understanding the visual arts in relation to history and cultures	1	2	3	4

17. To what extent, if any, do you use the following types of assessment to determine student progress and achievement in visual arts at this school? *(Circle one on each line.) If you do no formal assessment in visual arts, check the box* ☐ *and skip to question 18.*

	Not at all	Small extent	Moderate extent	Great extent
a. Observation	1	2	3	4
b. Selected-response assessments (i.e., multiple choice, matching)	1	2	3	4
c. Assessments requiring short written answers or essays	1	2	3	4
d. Performance tasks or projects	1	2	3	4
e. Portfolio collection of student work	1	2	3	4
f. Developed rubrics	1	2	3	4

18. Outside of your school duties, to what extent, if any, do you participate in each of the following activities related to visual arts at this time? *(Circle one on each line.)*

	Not at all	Small extent	Moderate extent	Great extent
a. Teach art at a studio or gallery	1	2	3	4
b. Create works of art	1	2	3	4
c. Exhibit works of art	1	2	3	4
d. View and respond to original works of art at museums or galleries	1	2	3	4
e. Study, critique, or write about art	1	2	3	4
f. Provide arts leadership in your community or state	1	2	3	4

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U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS
WASHINGTON, D.C. 20208-5651

FORM APPROVED
O.M.B. NO.: 1850-0733
EXPIRATION DATE: 07/2002

ARTS SURVEY OF ELEMENTARY SCHOOL CLASSROOM TEACHERS

FAST RESPONSE SURVEY SYSTEM

This survey is authorized by law (P.L. 103-382). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

Arts instruction—the study of creative works in music, dance, drama/theatre, or visual arts and the process of producing them.

Arts specialist—an education professional with a teaching certificate in an arts discipline, such as music, dance, drama/theatre, or visual arts, who provides separate instruction in that discipline.

IF ABOVE INFORMATION IS INCORRECT, PLEASE MAKE CORRECTIONS DIRECTLY ON LABEL.

Name of person completing this form: _____

Title/position: _____

Are you a full-time teacher? Yes..... 1 No..... 2

Telephone: _____ E-mail: _____

Best days and times to reach you (in case of questions): _____

THANK YOU. PLEASE KEEP A COPY OF THIS QUESTIONNAIRE FOR YOUR RECORDS.

PLEASE RETURN COMPLETED FORM TO:	IF YOU HAVE ANY QUESTIONS, CONTACT:
Carey (716616) WESTAT 1650 Research Boulevard Rockville, Maryland 20850	Nancy Carey at Westat 800-937-8281, ext. 4467 or 301-294-4467 Fax: 800-254-0984 E-mail: careyn1@westat.com

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FRSS Form No. 77, 02/2000

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DIRECTIONS: You should complete this questionnaire if you are a teacher of a *self-contained classroom in an elementary school* (i.e., you teach all or most academic subjects to the same group of students all or most of the day). If you currently have some other teaching assignment, do not continue. Check the box ☐, complete the respondent section on the front of the questionnaire, and return it to Westat. Thank you.

1. What grades do you currently teach at this school? *(Circle all that apply.)*

   PK K 1 2 3 4 5 6 7 8

2. Do you have a general elementary or secondary teaching certificate in the state in which you teach? *(Circle one number.)*

   Yes..... 1 No..... 2 *(Skip to question 4.)*

3. What type of teaching certificate do you hold? *(Circle one number.)*

   a. Regular, standard, or professional certificate..... 1
   b. Probationary certificate..... 2
   c. Provisional, temporary, or emergency certificate..... 3

4. Please check the box(es) next to the degree(s) you hold, and write in the year you received the degree(s). If your major or minor field of study was an arts subject, please indicate this and write the subject in the space provided.

Degree	Year	Arts major or minor?		Arts subject
		Yes	No	
Bachelor's ☐		1	2	
Master's ☐		1	2	
Doctorate ☐		1	2	
Other ☐ *(specify)*_____		1	2	

5. Including this school year, how many years have you been employed as a teacher? _____
   (Include years spent teaching both full and part time, and in both public and private schools. Exclude time spent student teaching or as a teacher's aide.)

6. Approximately how many more years do you plan to be teaching? _____

7. Consider all of the professional development activities in which you participated in the last 12 months (excluding training as a student teacher). In **Column A**, indicate how many total hours, if any, you spent in activities in which the following content areas were a major focus. In **Column B**, for any content area in which you had any professional development in the last 12 months, indicate to what extent you believe it has improved your classroom teaching.

	A. Total hours			B. Improved my teaching			
	0	1-8	More than 8	Not at all	Small extent	Moderate extent	Great extent
	(Circle one per line.)						
Activities focusing on arts instruction							
a. Applied study in one of the arts or arts education	1	2	3	1	2	3	4
b. Developing knowledge about the arts (e.g., historical, cultural, analytical)	1	2	3	1	2	3	4
c. Connecting arts learning with other subject areas	1	2	3	1	2	3	4
Activities designed for all teachers							
d. New methods of teaching (e.g., cooperative learning)	1	2	3	1	2	3	4
e. Incorporating state or district standards into instruction	1	2	3	1	2	3	4
f. Student performance assessment	1	2	3	1	2	3	4
g. Integrating educational technologies into instruction	1	2	3	1	2	3	4

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8. How many students are enrolled in your self-contained class? _____

9. How much time during regular school hours (i.e., while students are in attendance) do you have designated as planning or preparation time? Please write in the total number of hours you have designated for planning during a typical week of school. *If you have no designated planning time, check the box ☐ and skip to question 11.*
_____ Hours

10. How are your students occupied during your designated planning or preparation time? *(Circle one on each line.)*

	Yes	No
a. In music class	1	2
b. In visual arts class	1	2
c. In physical education/health class	1	2
d. In some other educational program or activity *(specify)* _____	1	2

11. In the last 12 months, how frequently have you participated in the follcwing activities related to your teaching? *(Circle one on each line.) If there is neither a visual arts nor a music specialist at this school, check the box ☐ and go to the second part of this question (11e).*

Activities involving arts specialists	Never	A few times a year	Once a month	2 to 3 times a month	At least once a week
a. Common planning period with the arts specialist(s) at this school	1	2	3	4	5
b. Seeking help from the arts specialist(s) about how to integrate the arts into a lesson or unit of study that you teach	1	2	3	4	5
c. Collaborating with the arts specialist(s) on designing and teaching an interdisciplinary lesson or unit of study that includes the arts	1	2	3	4	5
d. Attending/observing classes that the arts specialist(s) teach(es) to your students	1	2	3	4	5
Other collaborative or leadership activities					
e. Common planning period with other classroom teachers	1	2	3	4	5
f. Sharing ideas about teaching with other teachers outside this school	1	2	3	4	5
g. Participating in Site-based Management or School Improvement Teams or Leadership Councils	1	2	3	4	5
h. Providing input in the preparation of Individual Education Plans (IEPs) for students with special needs	1	2	3	4	5

12. Do you agree or disagree with each of the following statements about arts instruction at this school? *(Circle one on each line.)*

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
a. Parents support the arts instruction and arts activities in which their children participate	1	2	3	4
b. The administration emphasizes the importance of the arts in children's education	1	2	3	4
c. I consider instruction in the arts an important part of the school's curriculum	1	2	3	4
d. The school administrators and teachers are in favor of interdisciplinary instruction that includes the arts	1	2	3	4
e. Students look forward to instruction or activities that involve the arts	1	2	3	4
f. Arts specialists should be responsible for arts instruction	1	2	3	4

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13. Do you include arts instruction in any aspect of your classroom instructional program?

Yes ..... 1 *(Continue with question 14.)*
No ..... 2 *(Skip to question 17.)*

14. To what extent, if any, do each of the following statements describe **your** instructional program in the arts in your classroom? *(Circle one on each line.)*

	Not at all	Small extent	Moderate extent	Great extent
a. I try to incorporate music into instruction in other subject areas	1	2	3	4
b. I try to incorporate visual arts into instruction in other subject areas	1	2	3	4
c. I try to incorporate drama/theatre into instruction in other subject areas	1	2	3	4
d. I try to incorporate dance into instruction in other subject areas	1	2	3	4
e. I teach thematic units that integrate various subjects, including the arts	1	2	3	4
f. I use pre-packaged curriculum materials or textbooks to teach the arts	1	2	3	4
g. Other *(specify)* _____	1	2	3	4

15. Is the arts curriculum you teach in your classroom... *(Circle one on each line.)*

	Yes	No	Don't know
a. Based on a written, sequential, local (or district) curriculum guide?	1	2	3
b. Aligned with your state's standards or the National Standards for Arts Education?	1	2	3
c. Integrated with other academic subjects?	1	2	3

16. To what extent, if any, do you use the following types of assessment to determine student progress and achievement in the arts in your classroom? *(Circle one on each line.) If you do no formal assessment in the arts, check the box* ☐ *and skip to question 17.*

	Not at all	Small extent	Moderate extent	Great extent
a. Observation	1	2	3	4
b. Selected-response assessments (i.e., multiple choice, matching)	1	2	3	4
c. Assessments requiring short written answers or essays	1	2	3	4
d. Performance tasks or projects	1	2	3	4
e. Portfolio collection of student work	1	2	3	4
f. Developed rubrics	1	2	3	4

17. Outside of your school duties, to what extent, if any, do you participate in each of the following activities related to the arts at this time? *(Circle one on each line.)*

	Not at all	Small extent	Moderate extent	Great extent
a. Create or perform works of art	1	2	3	4
b. Teach one of the arts	1	2	3	4
c. View and respond to works of art (e.g., attend museums, galleries, musical or theatrical performances, etc.)	1	2	3	4
d. Study, critique, or write about the arts	1	2	3	4
e. Provide arts leadership in your community or state	1	2	3	4

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THANK YOU. PLEASE KEEP A COPY FOR YOUR RECORDS.

1994 FRSS ARTS EDUCATION SURVEY INSTRUMENTS

U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS
WASHINGTON, D.C. 20208-5651

O.M.B. No.: 1850-0704
EXPIRATION DATE: 10/95

ELEMENTARY SCHOOL ARTS EDUCATION SURVEY

FAST RESPONSE SURVEY SYSTEM

This survey is authorized by law (20 U.S.C. 1221e-1). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

DEFINITIONS FOR THIS SURVEY:

Artist-in-Residence - A visual, literary, or performing artist or folklorist who visits a school for an extended period for the purposes of teaching artistic techniques and concepts, conducting inservice teacher training, or consulting in the development of curricula. Artists-in-Residence may be sponsored by the district or by the school directly.

Creative writing specialist - A certified education professional who has expertise in creative writing and is responsible for a school's creative writing program.

Classroom teacher - A certified education professional who instructs students in a broad range of subject areas on a regular basis.

Dance specialist - An education professional who is certified to teach dance.

District - An education agency at the local level that exists primarily to operate public schools. In this questionnaire, the term "district" includes smaller units of administration, such as areas.

Drama/theatre specialist - A certified education professional who has expertise in drama/theatre and is responsible for a school's drama/theatre program.

Music - An instructional program that generally describes the study and appreciation of music, and the study of music performance. Includes instruction in music appreciation, music theory, the historical development of music, the fundamentals of various musical instruments, and vocal and instrumental (band and orchestra) performance.

Music specialist - An education professional who is certified to teach general, vocal, or instrumental music.

Technology - Instructional tools such as computers, 1- and 2-way video, CD-ROM, telecommunications, multimedia, hypermedia, networks, etc. that are incorporated in instructional components in order to enhance teaching and learning in the arts.

Visual arts - An instructional program of arts disciplines that includes fine arts, communication and design arts, architecture and environmental arts, and crafts such as ceramics, jewelry, and works in wood, paper, and other materials.

Visual arts specialist - An education professional who is certified to teach visual arts.

AFFIX LABEL HERE

IF ABOVE INFORMATION IS INCORRECT, PLEASE CORRECT DIRECTLY ON LABEL.

Name of person completing form: _____ Telephone: _____

Title: _____ Fax #: _____

Best days and times to reach you (in case of questions): _____

RETURN COMPLETED FORM TO:	IF YOU HAVE ANY QUESTIONS, CALL:
WESTAT 1650 Research Boulevard Rockville, Maryland 20850 Attention: 928162	Nancy Carey 1-800-937-8281, Ext. 4467 Fax #: 1-301-517-4134

Public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1850-0704, Washington, D.C. 20503.

NCES Form No. 2379-50, 10/94

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Please refer to the list of definitions on the cover page of this questionnaire for terms or phrases that are printed in bold type.

1. Does this school offer instruction in **visual arts**? *(Circle one.)*

   Yes..... 1 No..... 2 *(Skip to Q8)*

2. How is visual arts primarily taught at this school? *(Circle one.)*

   In a separate class taught by a **visual arts specialist**..... 1
   By the **classroom teachers**..... 2
   By both visual arts specialists and classroom teachers..... 3

3. On average, approximately how many minutes of class time is devoted to separate instruction in visual arts each week?

   a. From a visual arts specialist..... ____
   b. From the classroom teacher..... ____

4. How many visual arts specialists are on this school's staff? *(Consider itinerant teachers who teach at more than one school as part time.)*

   a. Full time ___ b. Part time ___

5. Does this school currently have a specially equipped space used primarily for teaching visual arts? *(Circle one.)*

   Yes..... 1 No..... 2

6. Does your **district** provide written curriculum guidelines in visual arts instruction? *(Circle one.)*

   Yes..... 1 No..... 2

7. Do visual arts specialists at this school include any of the following activities in their teaching? *(Circle one number in each row. If this school has no visual arts specialists, skip to Q8.)*

	Yes	No	Don't know
a. Integrate other academic subjects into their visual arts instruction	1	2	3
b. Consult with classroom teachers on incorporating visual arts into the teaching of other academic subjects	1	2	3
c. Collaborate or team teach with other arts specialists	1	2	3

8. Does this school offer music instruction in the following areas: *(Circle one number in each row.)*

	Yes	No
a. General music?	1	2
b. Vocal music?	1	2
c. Instrumental music?	1	2

If you answered "No" for a, b, and c, skip to Q15.

9. How is music primarily taught at this school? *(Circle one.)*

   In a separate class taught by a **music specialist**..... 1
   By the classroom teachers..... 2
   By both music specialists and classroom teachers..... 3

10. On average, approximately how many minutes of class time is devoted to separate instruction in music each week?

    a. From a music specialist..... ____
    b. From the classroom teacher..... ____

11. How many music specialists, including general, vocal, and instrumental instructors, are on this school's staff? *(Consider itinerant teachers who teach at more than one school as part time.)*

    a. Full time ___ b. Part time ___

12. Does this school currently have a specially equipped space used primarily for teaching music? *(Circle one.)*

    Yes..... 1 No..... 2

13. Does your district provide written curriculum guidelines in music instruction? *(Circle one.)*

    Yes..... 1 No..... 2

14. Do music specialists at this school include any of the following activities in their teaching? *(Circle one number in each row. If this school has no music specialists, skip to Q15.)*

	Yes	No	Don't know
a. Integrate other academic subjects into their music instruction	1	2	3
b. Consult with classroom teachers on incorporating music into the teaching of other academic subjects	1	2	3
c. Collaborate or team teach with other arts specialists	1	2	3

15. Does this school include dance in its instructional program? *(Circle all that apply.)*

    Yes, in a separate class taught by a **dance specialist**..... 1
    Yes, as part of the physical education program taught by a dance specialist..... 2
    Yes, as part of the physical education program taught by a physical education teacher..... 3
    No..... 4

16. Which of the following statements best describes this school's approach to teaching drama/theatre? *(Circle only one.)*

    Drama is taught as a separate subject by a **drama/theatre specialist**..... 1
    Drama is part of the language arts curriculum..... 2
    Drama is not part of the school's curriculum, but dramatic activities such as enacting stories or plays are used by classroom teachers in teaching other subjects..... 3
    Drama/theatre is not part of the curriculum..... 4

17. Which of the following statements best describes this school's creative writing program? *(Circle only one.)*

    A **creative writing specialist** on the school's staff works directly with students on a regular basis and consults with teachers on writing programs for students..... 1
    A creative writing specialist on the school's staff consults with teachers on writing programs for students..... 2
    A creative writing specialist from the district provides materials and activities to classroom teachers..... 3
    An outside specialist or writer works directly with students or teachers on an invitational basis..... 4
    Creative writing is part of the language arts curriculum..... 5

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18. Does your school district have an arts coordinator or curriculum specialist in the arts who is responsible for the educational program offered in the arts? *(Circle one.)*

Yes..... 1 No..... 2

19. During the 1993-94 year, did your school or district offer inservice training or other professional development activities in the arts? *(Circle one.)*

Yes..... 1 No..... 2

20. Has this school had an **Artist-in-Residence** in any of the following areas during the past 5 years? *(Circle one number in each row. If this school has had no Artists-in-Residence, skip to Q22)*

	Yes	No	Don't know
Creative writing	1	2	3
Dance	1	2	3
Drama/theatre	1	2	3
Folklore	1	2	3
Music	1	2	3
Visual arts	1	2	3

21. In general, what did the Artist-in-Residence program contribute to this school's arts program? *(Circle all that apply.)*

Provided input on curriculum development..... 1
Provided knowledge about art forms or arts education through teacher inservice training..... 2
Provided knowledge about art forms to students through exhibition or instruction..... 3

22. In what arts subject(s) does this school use or integrate **technology** in its teaching? *(Circle all that apply.)*

Creative writing..... 1 Music..... 4
Dance..... 2 Visual arts..... 5
Drama/theatre..... 3 None..... 6

23. Please indicate the extent of parental involvement in the arts program at this school. *(Circle one number in each row. If your school does not sponsor a program listed, circle "5" for "not applicable.")*

	Great	Moderate	Little	None	NA
a. Sponsoring fund raising activities for the arts	1	2	3	4	5
b. Sponsoring art exhibitions or visiting performers	1	2	3	4	5
c. Volunteering in arts programs	1	2	3	4	5
d. Attending school arts events	1	2	3	4	5

24. In 1993-94, approximately how many of the following presentations of students' work outside of their own classrooms took place at this school?

	Informal (for the school)	Formal (for parents or community)
a. Visual arts exhibitions	_____	_____
b. Musical performances	_____	_____
c. Theatrical performances	_____	_____
d. Dance performances	_____	_____

25. Does this school publish a literary magazine of students' work? *(Circle one.)*

Yes..... 1 No..... 2

26. Compared to 5 years ago, please indicate how each of the following aspects of this school's arts program has changed. *(Circle one number in each row.)*

	Increased	Remained the same	Decreased	None available
a. Instruction time	1	2	3	-
b. Enrollment	1	2	3	-
c. Number of arts staff	1	2	3	-
d. Allocation of supplies and materials	1	2	3	4
e. Funds for teachers' classroom use	1	2	3	4
f. Use of museums, galleries, performance centers, etc	1	2	3	4

27. To what extent do the following make decisions regarding the arts program at this school? *(Circle one number in each row.)*

	Great	Moderate	Small	None
a. State	1	2	3	4
b. District	1	2	3	4
c. School administrators	1	2	3	4
d. School teachers	1	2	3	4
e. Parents	1	2	3	4

28. Are you aware of the voluntary National Standards for Arts Education? *(Circle one.)*

Yes..... 1 No..... 2 *(Skip to Q30)*

29. Is your school incorporating any of the Standards?

Yes..... 1
No..... 2
Don't know..... 3

30. How long is the typical school day for most students at this school? *(If the length of day varies by day or grade level, record the longest day.)* _____ hours _____ minutes

31. Is this school a magnet or specialized school designed to offer primarily arts education to elementary students? *(Circle one.)*

Yes..... 1
No..... 2
No, but there is one in our district..... 3

32. In your opinion, how important is education in the arts relative to other academic subjects? *(Circle one number in each row.)*

	Essential				Unimportant
Creative writing	1	2	3	4	5
Dance	1	2	3	4	5
Drama/theatre	1	2	3	4	5
Music	1	2	3	4	5
Visual arts	1	2	3	4	5

THANK YOU.

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U.S. DEPARTMENT OF EDUCATION NATIONAL CENTER FOR EDUCATION STATISTICS WASHINGTON, D.C. 20208-5651 **SECONDARY SCHOOL ARTS EDUCATION SURVEY** FAST RESPONSE SURVEY SYSTEM	O.M.B. No.: 1850-0704 EXPIRATION DATE: 10/95

This survey is authorized by law (20 U.S.C. 1221e-1). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

DEFINITIONS FOR THIS SURVEY:

Artist-in-Residence - A visual, literary, or performing artist or folklorist who visits a school for an extended period for the purposes of teaching artistic techniques and concepts, conducting inservice teacher training, or consulting in the development of curricula. Artists-in-Residence may be sponsored by the district or the school directly.

Creative writing - An instructional program that describes the process and techniques of original composition in various literary forms, such as short stories, plays, and poetry.

Dance - An instructional program that prepares students to express themselves through the performance of one or more of the dance disciplines, including ballet, modern, jazz, ethnic, and folk dance, and that describes dance as a cultural phenomenon. Includes instruction in choreography, dance history and criticism, and dance production.

District - An education agency at the local level that exists primarily to operate public schools. In this questionnaire, the term "district" includes smaller units of administration, such as areas.

Drama/theatre - An instructional program that generally describes the study of dramatic works and their performance. Includes instruction in dramatic literature, dramatic styles and types, and the principle of organizing and producing plays.

Music - An instructional program that generally describes the study and appreciation of music, and the study of music performance. Includes instruction in music appreciation, music theory, the historical development of music, the fundamentals of various musical instruments, and vocal and instrumental (band and orchestra) performance.

Technology - Instructional tools such as computers, 1- and 2-way video, CD-ROM, telecommunications, multimedia, hypermedia, networks, etc. that are incorporated in instructional components in order to enhance teaching and learning in the arts.

Visual arts - An instructional program of arts disciplines that includes fine arts, communication and design arts, architecture and environmental arts, and crafts such as ceramics, jewelry, and works in wood, paper, and other materials.

AFFIX LABEL HERE

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NCES Form No. 2379-50, 10/94

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Please refer to the list of definitions on the cover page of this questionnaire for terms or phrases that are printed in bold type.

Please answer questions 1 through 6 for each subject listed to the right.	Creative writing		Dance		Drama/ theatre		Music		Visual arts	
1. Does this school offer separate instruction in the arts subjects listed here? *If your school offers NO instruction in a particular subject, skip that column for questions 2-6.*	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
2. How many separate courses does this school offer in each subject? *(Count different sections of the same course as 1 course.)*	___		___		___		___		___	
3. How many full and part time teachers taught one or more courses in each subject during the 1993-94 school year?	___		___		___		___		___	
4. What was the approximate total enrollment in each subject during the 1993-94 school year?										
5. How many specially equipped spaces/labs/studios, including practice rooms, does this school allocate for courses taught in the subject?										
6. Does your **district** provide written curriculum guidelines in the subject for the arts teachers to follow?	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No

7. Does your school district have an arts coordinator or curriculum specialist in the arts who is responsible for the educational program offered in the arts? *(Circle one.)*

   Yes ..... 1 No 2

8. During the 1993-94 school year, did your school or district offer inservice training or other professional development activities in the arts? *(Circle one.)*

   Yes ..... 1 No 2

9. Has this school had an **Artist-in-Residence** in any of the following areas during the past 5 years? *(Circle one number in each row. If this school has had no Artists-in-Residence, skip to Q11.)*

	Yes	No	Don't know
Creative writing	1	2	3
Dance	1	2	3
Drama/theatre	1	2	3
Folklore	1	2	3
Music	1	2	3
Visual arts	1	2	3

10. In general, what did the Artist-in-Residence program contribute to this school's arts program? *(Circle all that apply.)*

    Provided input on curriculum development 1
    Provided knowledge about art forms or arts education through teacher inservice training 2
    Provided knowledge about art forms to students through exhibition or instruction 3

11. In what arts subject(s) does this school use or integrate **technology** in its teaching? *(Circle all that apply.)*

    Creative writing 1
    Dance 2
    Drama/theatre 3
    Music 4
    Visual arts 5
    None 6

12. Please indicate the extent of parental involvement in the arts program at this school. *(Circle one number in each row. If your school does not sponsor a program listed, circle "5" for "not applicable.")*

	Great	Moderate	Little	None	NA
a. Sponsoring Booster Clubs	1	2	3	4	5
b. Sponsoring fund raising activities for the arts	1	2	3	4	5
c. Sponsoring art exhibitions or visiting performers	1	2	3	4	5
d. Volunteering in arts programs	1	2	3	4	5
e. Attending school arts events	1	2	3	4	5

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13. In 1993-94, approximately how many of the following presentations of students' work outside of their own classrooms took place at this school?

	Informal (for the school)	Formal (for parents or community)
a. Visual arts exhibitions	_____	_____
b. Musical performances	_____	_____
c. Theatrical performances	_____	_____
d. Dance performances	_____	_____

14. Does this school publish a literary magazine of students' work? *(Circle one.)* Yes..... 1 No..... 2

15. Compared to 5 years ago, please indicate how each of the following aspects of this school's arts program has changed. (*Circle one number in each row.)*

	Increased	Remained the same	Decreased	None available
a. Number of courses	1	2	3	-
b. Enrollment	1	2	3	-
c. Number of arts staff	1	2	3	-
d. Allocation of supplies and materials	1	2	3	4
e. Funds for teachers' classroom use	1	2	3	4
f. Use of museums, galleries, performance centers, etc.	1	2	3	4

16. To what extent do the following make decisions regarding the arts program at this school? *(Circle one number in each row.)*

	Great	Moderate	Small	None
a. State	1	2	3	4
b. District	1	2	3	4
c. School administrators	1	2	3	4
d. School teachers	1	2	3	4
e. Parents	1	2	3	4

17. Are you aware of the voluntary National Standards for Arts Education? *(Circle one.)* Yes..... 1 No..... 2 *(Skip to Q19)*

18. Is your school incorporating any of the Standards?

Yes	1
No	2
Don't know	3

19. Is this school a magnet or specialized school designed to offer primarily arts education to intermediate or secondary students? *(Circle one.)*

Yes	1
No	2
No, but there is one in our district	3

20. In your opinion, how important is education in the arts relative to other academic subjects? *(Circle one number in each row.)*

	Essential				Unimportant
Creative writing	1	2	3	4	5
Dance	1	2	3	4	5
Drama/theatre	1	2	3	4	5
Music	1	2	3	4	5
Visual arts	1	2	3	4	5

IF YOUR SCHOOL IS AN INTERMEDIATE OR JUNIOR HIGH SCHOOL, DO NOT CONTINUE. THANK YOU.

21. Is taking an arts course a requirement for graduation at your school? *(Circle one.)*

a. Yes, credit specifically in the arts is required for graduation	1
b. Yes, credit in the arts is an option within a specified group of subjects that fulfill a requirement (e.g., arts or foreign language or computer science)	2
c. No, there is no arts requirement for graduation	3

22. (*If "yes" to 21a or 21b*) How many credits in the arts are required? _____

THANK YOU.

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